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ABSTRACT

Historically, the library-information needs of Indian people have been neglected. This neglect is due to a lack of printed and other materials. To meet these information needs, the National Indian Education Association (NIEA) received a Grant from the U.S. Office of Education for the purpose of researching, planning and implementing demonstration library centers. Chapter I of this report contains background information and an overview of the project. Chapter II presents a description of the study design in which the goals and objectives of the study, study procedures, instrument development, and the collection and analysis of data are described. Chapter III presents the results of the questionnaires and inventories administered in the Akwesasne Mohawk community to identify the informational needs of elementary pupils and secondary students and adults. Existing informational resources are also described. Chapter IV describes the proposed informational demonstration model for the St. Regis community. This model will include a discussion of administrative and organizational components, plant facilities, and materials selection and delivery systems. (Related studies are: LI003826 and LI003828-003830.) (Author/NH)

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ED 066192

A DESIGN FOR AN AKWESASNE MOHAWK CULTURAL CENTER

by the

NATIONAL INDIAN EDUCATION ASSOCIATION
2675 University Avenue
St. Paul, Minnesota

Grant Number OEG-0-71-4564
Library and Technology Bureau
U.S. Office of Education

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Subcontractor for Technical Assistance

BUREAU OF FIELD STUDIES AND SURVEYS
Division of Educational Administration
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June, 1972

LI 003 827

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CHAPTER I

INTRODUCTION

The National Indian Education Association (NIEA) received Grant No. OEG-0-71-4564 from the United States Office of Education for the purpose of researching, planning, and implementing demonstration library centers that meet the needs of American Indian people. Three locations were chosen as demonstration sites. The eastern site selected was the Akwesasne Reservation located approximately 80 miles northeast of Lake Ontario and 60 miles downstream from Montreal on the Canadian side. It is near the town of Hogansburg, New York on the American side.

NIEA LIBRARY PROJECT

Historically, the library-informational needs of Indian people have been neglected. This neglect has resulted in a lack of printed and other materials to meet informational needs. To meet these needs in our complex society, the Library and Technology Bureau of the U. S. Office of Education sought to establish a research and development program in selected Indian communities where special collections and unique delivery systems could be implemented and evaluated. The Library and Technology Bureau sought out the NIEA, an Indian organization, which could relate to the uniqueness and variety of tribal agencies in Indian communities. NIEA submitted a proposed plan to the Library and Technology Bureau which was reviewed, revised, and approved for funding.

The NIEA proposal included the following four-phase plan: 1) identification of informational needs by Indian people through research in selected Indian communities and development of a plan to meet these needs; 2) implementation of demonstration programs in selected Indian communities; 3) operation of demonstration centers in selected Indian communities; and 4) evaluation of the demonstration center's effectiveness. To implement the proposal, a four-year plan was begun July 1, 1971.

The first phase of the project is summarized in the following study design outline:

A. The objectives of phase one were to obtain quantitative answers to the questions:

   1. What special informational needs do Indian pupils in selected school communities have at the elementary grade level that can be met by special library services?

   2. What are the special informational needs of secondary level Indian students in selected school communities that can be met by innovative library services?

   3. What informational needs are experienced by Indian adults in the selected communities that could be met by special library services and programs?

   4. What special materials and delivery mechanisms hold greatest promise for meeting the identified informational needs?

B. The steps required to answer these questions, as outlined in the project proposal, were as follows:

   1. Organization of an NIEA Library Project Policy Committee to make policy for the project operation and to select the sites. This committee consists of the Project Director and the NIEA Executive Board.

   2. Selection of three demonstration sites based on the following criteria:

      a. The community must be served by a public or federal school in which fifty (50) per cent or more of the students in grades K-12 are of American Indian ancestry.

b. Willingness to participate and cooperate in research and demonstration activities must be expressed by both educational and tribal government.

c. The school community must have a history of educational and community planning and development. A library research and development project must be integrated into local school and community development plans.

d. The school and community government must declare their intent to continue library demonstration projects which prove successful.

3. Application of these criteria resulted in the selection of 1) Rough Rock Demonstration School, Navajo Reservation, Arizona; 2) Standing Rock Sioux Reservation, Fort Yates, North Dakota; 3) Akwesasne Mohawk Reservation, Akwesasne (Hogansburg) New York.

4. Inventory and study all available information services within the selected Indian communities.

C. The data collected from the three sites served as the basis for developing unique informational service systems for each Indian community.

Because the NIEA is a relatively new organization without a research staff, the Library Project Policy Committee contracted with the Bureau of Field Studies and Surveys, College of Education, University of Minnesota, for technical assistance. The Bureau of Field Studies and Surveys, recognizing the importance of Indian involvement, employed five Indian research assistants to perform the contract. The five research assistants, the NIEA Field Director, and staff of the Bureau of Field Studies and Surveys constructed, administered, and analyzed the results from questionnaires, interview schedules, and other data-gathering instruments. In addition to the Bureau of Field Study and Surveys' staff, three Indian graduate students at Harvard University were retained to implement research operations on the Akwesasne site.

A K W E S A S N E (S T . R E G I S) R E S E R V A T I O N

The Akwesasne Mohawk Reservation is located in the northeast corner of the State of New York and extends into the Canadian Province of Quebec. The uniqueness of this situation is shown in the following background information about the Mohawk Reservation and the St. Regis Indian community. The data were collected by the study team to serve as a quantitative basis for identifying informational needs and proposing a model system of the delivery of informational needs.

The Akwesasne Reservation consists of several geographical communities: Chenial, Quebeck; St. Regis and Hogansburg, New York; and Cornwall Island, Ontario. The Mohawk Reservation includes an area of approximately 14,600 acres half of which is in the United States and the other half in Canada. The land is forest and open farming area with two major rivers, the St. Regis and the Raquette River, both of which flow into the St. Lawrence River. The climate varies from a daylight range in temperature of 77-84 degrees in the summer, to a temperature average of around 22 degrees in mid-winter. The yearly average rainfall is 35 inches. The elevation is less than 656 feet above sea level. The geographic location of the Akwesasne Reservation causes an extended winter season usually lasting four months.

Akwesasne Reservation's economy is largely dependent on employment at one of two aluminum reduction plants and an automotive engines plant. Steel construction work in various areas of the State of New York and the Northeastern section of the U.S. is a major craft skill unique to the Mohawks. Unemployment is a problem because of seasonal work connected with construction. Other forms of employment in schools and stores are very minimal because most of these positions are held, owned, and/or

managed by non-Indians. Some marginal farming by Indians does take place on the reservation. A map of the Reservation is shown on Figure I.

The main route for transportation on the reservation is Highway 37, which runs east and west through the entire length of the reservation. No rail routes or airport transportation facilities are located on the Reservation. There are some small secondary roads throughout the area. The St. Lawrence River is used as a shipping lane on the St. Lawrence Seaway and the Raquette and St. Regis Rivers are used for recreation and fishing. Transportation services are available in the nearby town of Massena, which has Grand Trunk and Penn Central rail freight, air transport, trucking service, and daily bus service provided by Adirondack Trailways and Greyhound. These services are located approximately fifteen miles from the Reservation.

Most schools attended by the Mohawk children are not located on the reservation. Schools near the reservation area where Indian students attend are Massena High School, St. Regis Mohawk, Salmon River Central, Cornwall High School, Cornwall Island Elementary, Chenial, Quebeck Elementary, and St. Regis, Quebeck Elementary. Three local schools on the Canadian side are on the Akwesasne Mohawk Reservation. The total school enrollment for both Canadian and U.S. schools is 1,287 students. Control of the educational system is in the hands of the non-Indian communities.

Electricity and telephone services are available to all parts of the reservation. Residents living on the reservation usually have their own wells for providing water. There is no community sewage system and families must provide their own septic tanks.

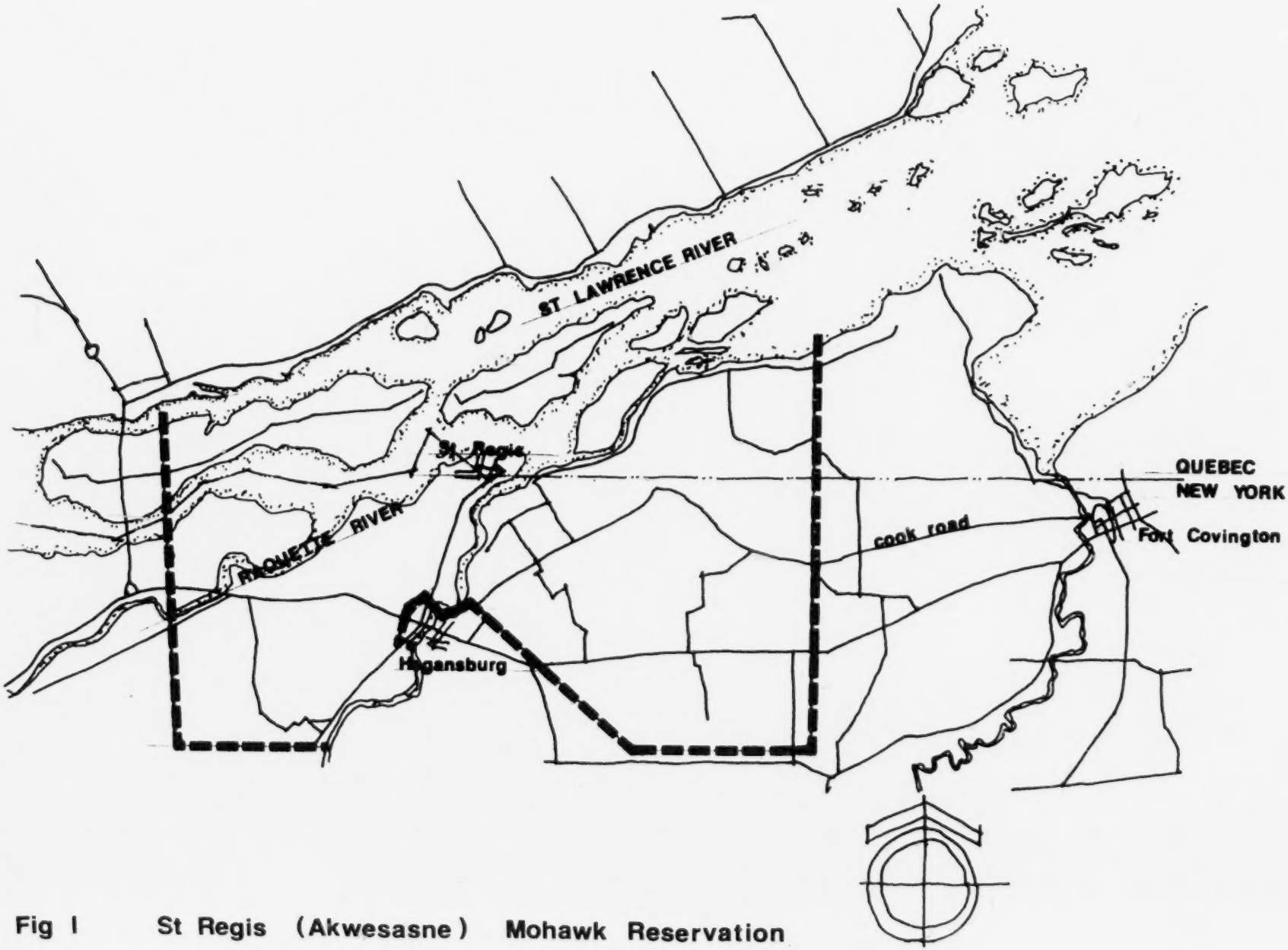

Fig I St Regis (Akwesasne) Mohawk Reservation

The State of New York has the responsibility for providing health, education, and welfare services through treaties with the Mohawks. Health services are provided to Akwesasne by the State through Franklin County. There is a public clinic at Hogansburg which is open twice a week. A doctor comes from Malone on Monday and Thursday mornings. The nurse is an Indian woman, who resides on the reservation. A public clinic is located at St. Regis, Quebec. The nurse is an Indian woman who also resides on the reservation.

There is no Bureau of Indian Affairs office on the reservation. Any correspondence with the tribe is handled through the Salamanca BIA office in New York. Franklin County Economic Opportunity Council, Inc. deals with Community Action Programs. This office is located in Malone, New York, a distance of 35 miles from the reservation.

No social services have been administered through the American tribal government because of a lack of funds. Recently, the community has learned they are eligible for Federal programs. The tribal council is now starting a non-profit corporation which will fund a housing program. The Canadian Bank Council administers social services to the residents living on the Canadian side. They have had a housing project in operation for several years.

Tribal law exists for residents on the reservation. Both Canadian and American tribal councils have their own police force.

The English language is spoken by 95 per cent of the community. About 60 per cent of the population speak the Mohawk language. A great majority of the younger people do not speak the native language.

A majority of the people are of the Catholic faith. Other religions are Protestant, Mormon, and the Native Mohawk Longhouse Religion.

OVERVIEW OF AKWESASNE (ST. REGIS) RESERVATION STUDY

Chapter II presents a description of the study design in which the goals and objectives of the study, study procedures, instrument development, and the collection and analysis of data are described. Chapter III presents the results of the questionnaires and inventories administered in the Akwesasne Mohawk community to identify the informational needs of elementary pupils and secondary students and adults. Existing informational resources are also described. Chapter IV describes the proposed informational demonstration model for the St. Regis community. This model will include a discussion of administrative and organizational components, plant facilities, and materials selection, and delivery systems.

CHAPTER II

DESIGN OF THE STUDY

This chapter describes the design of the study as it pertains to the Akwesasne Mohawk Reservation. The design is presented in four sections: 1) goals and objectives of the study, 2) study procedure, 3) instrument development, and 4) the collection and analysis of data.

GOALS AND OBJECTIVES OF THE STUDY

The goals and objectives of this study can best be expressed by the statement of purpose found in the original project proposal:

> "The purpose of this project is to plan, develop, and demonstrate library programs that meet informational needs in Indian communities. The project is planned in four phases (1) identification of informational needs through intensive research in selected Indian school communities and develop proposed delivery systems intended to meet these needs, (2) implementation of demonstration programs, (3) operation of demonstration centers, and (4) evaluation of demonstration center effectiveness. This proposal implements the first phase of the total project. Its activities include (1) identification of three research and demonstration sites in accordance with developed criteria, (2) identification of informational needs at the elementary, secondary, and adult levels in the selected school communities, and (3) development of plans for demonstration centers using special materials and delivery mechanism."

In order to implement these goals and objectives it was necessary to involve Indian people from the very beginning of the study. The four Indian researchers based at Harvard University reviewed the problem of information access on and off the reservations. These problem areas were developed into criteria which would guide the development of the research phase, and also provide a set of performance objectives upon which the success of the project could later be evaluated. These criteria were revised as a result of discussions with tribal officials,

educators, and persons on the reservation site during the initial stages of the study's development. These goal statements which defined a good informational access system or library for the Akwesasne Mohawk Community are presented below.

A library which effectively meets the needs of Indian people must do the following:

1. All library and related services should be incorporated into a single coordinated organizational structure with policy formulation by a local agency or tribal government. Rationale: A library-informational system which will be responsive to the needs of Indian people must not be fragmented among various agencies and must be subject to Indian policy control.

2. The level of financial support from all public and/or private sources must be adequate to support a relatively complete program. Rationale: Sustained financial support is essential to insure on-going service to Indian communities; the impact of library-informational services must be delivered over a long period of time.

3. Library-informational services should offer learning experiences to all persons in the Indian community as a supplement to and enrichment of the formal educational process. Rationale: Indian people need access to a variety of educational media in order to meet their need to know a variety of information and skills.

4. The library-informational service center should serve as a repository of Indian culture, art, and materials for instruction in Indian culture for all persons in the community. Rationale: Indian culture has not been preserved in a written literary tradition; the written record of the Anglo society has presented a negatively biased image of Indians in American life.

5. The library should provide information concerning service agencies that affect the quality of life of the Indian community. Rationale: Indian people need this information. Without it they continue to suffer hardships because they are unaware of available help and resources.

6. The library should provide information concerning all aspects of family life. Rationale: The Indian family has been threatened by federal Indian policies and intense social problems. A clear understanding of family life styles, individual roles, and relationships with others can assist in promoting Indian family solidarity.

7. The library should provide information regarding living conditions for Indians in urban areas. Rationale: Indian people are part of the trend to urbanism in the United States. They need to anticipate the effect of urban settings on their life styles and the adjustments they must make if they choose urban life.

8. The library should make available information about legal actions and civil rights. Rationale: Indians are often oppressed individually and collectively because they lack access to legal and civil rights information. In many cases, this information could truly set them free.

9. The library should provide information regarding occupations and vocations. Rationale: Economic growth and employment opportunities will continue to affect Indian communities and the need to know of these opportunities has implications for them.

10. The library should provide information on consumption of goods and services. Rationale: Indian communities have traditionally been consumer-oriented rather than producers. Knowing and understanding the basic consumption processes will assist Indian communities in determining alternatives to maximize their effectiveness.

11. The library should provide information to tradesmen and to assist professionals in keeping abreast of trends in their fields. Rationale: Individual growth in one's profession is essential for meeting needs in a changing society.

12. The library should provide information on personal and community health and safety. Rationale: Indian communities have a documented history of problems in the areas of health and safety which could be reduced by the availability and utilization of appropriate specialized knowledge.

13. The library should provide information on recreation. Rationale: Unemployment, underemployment, isolation and other factors present special problems in the utilization of leisure time in Indian communities. Indian people need to be aware of the many and varied recreational options available to them.

14. The library and related services must be available to the residents of the Indian community when they are able to use it. Rationale: An institution which provides the public with a service should be cognizant of the periods of time which are most conducive to the interests of its service population.

15. The library should employ local, trained Indian persons. Rationale: Personal identification with the library and/or related service staff contributes to sensitivity for local needs and adds a sense of professionalism to the morale of the staff.

16. The library should provide service in a manner which does not alienate Indian people, and in a facility that honors their background and traditions. Rationale: A library-media complex in an Indian community should be appealing, comfortable, accessible, and functional to insure its maximum usage.

17. The library should promote its own function by being attuned with other program operations in the community. Rationale: A library program which supports elementary and secondary education, housing self-help programs, recruiting, community social events and similar activities becomes an integral part of the community and earns its support.

18. The library should provide specialized services based upon the unique needs - physical, emotional, and others for the community population. Rationale: Many agencies and institutions do not fulfill their roles because they do not take into consideration the needs of the minorities within the minority. A community library effort should show evidence of attempting to serve all members of the community.

The involvement of Indian people on the reservation site was a major goal of the study. Much of the work that has been done in the past with regard to the needs of Indian communities has neglected this important component. To make sure this was accomplished an American Indian was employed by the NIEA to be the project Field Director. Local Indian people at each site were employed to administer the adult questionnaire. These Indian adults were trained in the techniques of interviewing prior to the administration of the questionnaire by the research team. The project co-ordination from Akwesasne administered the questionnaire to elementary and secondary students and their teachers at each study site. The involvement of Indian researchers and local Indian people was an attempt to insure that the Indian viewpoint would be presented.

STUDY PROCEDURES

The study design for the Akwesasne Mohawk community was composed of five separate but related designs to identify the informational needs of elementary and secondary students, elementary and secondary teachers, and adults. To identify these needs the following steps were initiated: 1) defining the problem in terms of specific questions, 2) selecting an appropriate sample from the population in the St. Regis community, 3) development of the questionnaires and interview schedules, 4) collection of the data, and 5) analysis of the data.

DEFINITION OF THE PROBLEM

The following research questions provide the framework for defining the problem:

1. What are the informational needs of elementary school pupils, secondary school students, and adults as indicated by their rating on the importance of having access to the following informational services?

    a. American Indian Culture

    b. Family Life

    c. The American Indian in Urban Society

    d. Service Agencies

    e. Legal and Civil Rights

    f. Occupations and Vocations

    g. Consumer Information

    h. Academic Disciplines

    i. Health and Safety

    j. Recreation

    k. Contemporary Events

2. How do elementary and secondary teachers of the pupils sampled rate the importance of information in the above categories for their students?

3. What library or related services are currently available to the Indian young people and adults on the Akwesasne Reservation, and how accessible are they?

4. What economic, social, and geographic characteristics of the Reservation area would have a bearing on the type of library-informational services and delivery mechanisms required to meet identified needs?

5. What type of library demonstration model would meet the identified needs most effectively and efficiently in the Akwesasne Community?

IDENTIFYING AND SAMPLING APPROPRIATE SUB-POPULATIONS

The major purpose of this study was to identify the informational needs of people living in the Akwesasne Community based on their ratings of importance. In order to assess the perceptions of informational needs of community members the people of the Akwesasne Community were stratified into three sub-populations: 1) elementary pupils, 2) secondary students, and 3) adults. Samples of elementary and secondary teachers were also drawn, but were not regarded as sub-populations of the community whose informational needs were being assessed. Rather, these data were to be a source of supporting information concerning the needs of elementary and secondary students.

THE ADULT SAMPLE

Two sources were used to obtain information concerning the adult population. Because of the uniqueness of the Akwesasne Mohawk Reservation, no one list contained the entire adult population. For the Canadian adult population the Band Roll list as of December 31, 1970, was used and

for the United States side the School Census list dated August, 1971. The population defined as subjects for sampling included all adults listed on the School Census and Band Roll lists. The following procedure was used in selecting the random sample:

1. All available adults were listed on both lists and criteria for selection of the sample were determined as head of household and spouses. From the total adult population of 1,477, a total sample of 100 adults was selected.

2. A table of random numbers was employed to select the required number of adults from the two existing census. Duplicate numbers were replaced. In addition to the sample, a replacement pool of 35 adults was drawn to be used if the originally drawn adults were not available.

3. The names of the sample adults and their possible replacements were given to the local interviewers for completion of the interview schedule.

Characteristics of the Adult Sample

The random sample of adults drawn from the Akwesasne existing census had the following characteristics:

a. Size of sample: 100

b. Distribution by sex:

Sex	Number	Per cent
Male	49	49
Female	51	51

c. Distribution by age group:

Age Group	Number	Per cent
15-20	4	4
21-30	15	15
31-40	27	27
41-60	41	41
60 and over	11	11
No Response	2	2

d. Highest grade completed in school:

Range of Grades Completed	Number	Per cent
1-3	5	5
4-6	17	17
7-8	21	21
9-10	18	18
11-12	37	37
No Response	2	2

e. Post-high school education completed:

Years of Post-High School Education	Number	Per cent
None	78	78
1	11	11
2	4	4
3	0	0
Over 3	5	5
No response	2	2

f. Courses in adult education:

Number of courses	Number	Per cent
None	78	78
Some	12	12
Completed GED	5	5
No response	5	5

g. Fluency in native Indian language:

Indian language skill	Number	Per cent
Speaking	80	80
Reading	26	26
Writing	16	16

h. Fluency in the English language:

English Language Skill	Number	Per cent
Speaking	99	99
Reading	92	92
Writing	88	88

i. Classification of employment at time of survey:

Employment	Number	Per cent
Self-employed	8	8
Government job	3	3
Tribal job	9	9
Commercial or Industrial	35	35
Unemployed	44	44
No Response	1	1

SAMPLES OF STUDENTS AND TEACHERS

The educational records of the Salmon River Central School were used as the source of information concerning elementary pupils, secondary students, and teachers. A summary of student enrollment for the school shows 184 pupils attending grades 4, 5, and 6 and 312 students attending grades 7 - 12 for a total potential sample of 496 students.

Because of the number of students available for sampling, the following grade levels were selected. The sample included: 1) 21 pupils selected in grades 4, 5, and 6, 2) 42 students in grades 7 through 12, and 3) 22 teachers in the elementary and secondary schools.

Characteristics of Elementary Pupil Sample

The sample of elementary pupils had the following characteristics:

a. Size of sample: 21

b. Distribution by sex:

Sex	Number	Per cent
Male	13	61
Female	8	39
No Response	0	0

c. Distribution by age group:

Age group	Number	Per cent
12-13	11	26
14-15	9	21
16-17	12	28
18-19	4	9
20-plus	0	0
No Response	6	14

d. Fluency in native Indian language:

Indian Language Skill	Number	Per cent
Speaking	12	28
Reading	4	9
Writing	8	19

*Note: The per cent of "No" answers to these language skill items was 26, 32, and 27 per cent, respectively.

e. Distribution of plans for the future:

Future plans	Number	Per cent
Attend college	14	33
Attend voc-tech school	0	0
Military service	4	9
Go to work	10	23
Undecided	9	21
No response	5	11

f. Preference for location of future employment:

Location	Number	Per cent
On reservation	18	42
Off reservation	19	45
No response	5	11

g. Experience of having lived off the reservation:

	Number	Per cent
Yes	22	52
No	17	40
No response	3	7

Characteristics of Elementary Teachers Sample

The sample of elementary classroom teachers in the Salmon River Central School had the following characteristics:

a. Size of sample: 13

b. Distribution by sex:

Sex	Number	Per cent
Male	5	38
Female	4	30
No Response	4	30

c. Distribution by age group:

Age group	Number	Per cent
Under 30	5	38
31-40	5	38
41-50	2	15
51-60	0	0
61 and over	1	7
No response	0	0

d. Distribution by level of training:

Level of training	Number	Per cent
2 years	0	0
B. A.	2	15
B. A. +	7	53
M. A.	3	23
M. A. +	1	7
No response	0	0

e. Ethnic background of elementary teachers:

Background	Number	Per cent
Indian	2	15
Non-Indian	11	85
No response	0	0

f. Fluency in the Indian language

Indian language skill	Number	Per cent
Speaking	1	7
Reading	1	7
Writing	1	7

Characteristics of Secondary Teachers Sample

The sample of secondary classroom teachers in the Salmon River Central School had the following characteristics:

a. Sample size: 9

b. Distribution by sex:

Sex	Number	Per cent
Male	2	22
Female	1	11
No response	6	66

c. Distribution by age group:

Age group	Number	Per cent
Under 30	1	11
31-40	0	0
41-50	1	11
51-60	1	11
61 and over	0	0
No response	6	66

d. Distribution by level of training:

Level of training	Number	Per cent
2 years	0	0
B. A.	0	0
B. A. +	3	33
M. A.	2	22
M. A. +	2	22
No response	2	22

e. Ethnic background of secondary classroom teachers:

Background	Number	Per cent
Indian	0	0
Non-Indian	8	88
No response	1	11

DEVELOPMENT OF INSTRUMENTS

To collect the data needed to answer the questions posed in the study, seven data-gathering instruments were developed. These instruments included the following:

1. Elementary Student Information Needs Questionnaire (See Appendix A).
2. Library Information Needs Questionnaire (for secondary students and out-of-school youth) (See Appendix B).
3. Elementary Teacher-Library Informational Needs Questionnaire (See Appendix C).
4. Secondary Teacher-Library Informational Needs Questionnaire (See Appendix D).
5. Adult Informational Needs Interview Schedule (See Appendix E).
6. Library Inventory Checklist (See Appendix F).
7. Community Inventory Checklist (See Appendix G).

The data-gathering instruments were developed by Indian research assistants, NIEA Field Director, and the staff of the Bureau of Field Studies and Surveys. The Indian research assistants applied their knowledge of information access on and off the reservation to construct eleven categories of information needs for Indian people. Within the eleven categories relevant questions were constructed. Each respondent group's questionnaire was slightly modified to meet the comprehension level and specialized needs of the respondent group. For example, the questions and categories are slightly different for adults and elementary pupils.

Questionnaire validity was insured by the "panel of experts" technique. In this case, the "panel of experts" were the Indian research assistants who had extensive experience with the problems of information access in Indian communities and members of the communities. In addition, a pilot study was conducted on a group of adults at the Rough Rock Demonstration School in Arizona. Their comments and high degree of congruence with the sampled adults indicated the high degree of validity for the items and categories.

The time required to complete the elementary questionnaire was approximately 20 minutes; all other questionnaires and the adult interview schedule could be completed in approximately 75 minutes.

The following measures were taken to insure confidentiality and to avoid invasion of personal privacy:

1. All interview schedule questionnaire items were written by Indian graduate students who are sensitive to the feelings of Indian people and who were instructed to avoid personal questions not directly related to the project or which might be offensive to community mores.

2. At no time in the collection of data were the names of respondents or identifying code numbers placed on completed questionnaire or answer sheets.

3. The adult interview schedule was given a pilot administration at Standing Rock and presented to the project coordinator and interviewers at Rough Rock. The participants in the Standing Rock pilot administration enthusiastically endorsed the instrument and three of them signed statements indicating their approval. Participants at Akwesasne helped revise the final copies to meet their special needs.

4. The interview schedule and the questionnaire were submitted to the NIEA Executive Board for its approval.

These measures taken to insure confidentiality also contributed to enhancing the validity of the instruments.

The questionnaires included categories to identify library usage, library accessibility, personal data, and cultural information. Elementary pupils could indicate the importance of an item by the use of

a three-point scale. In all other instruments the degree of importance was indicated by responding to a five-point scale. Elementary pupils marked their responses directly on the questionnaire, while all other questionnaires employed a separate machine scorable answer sheet.

The Indian research assistants developed two additional instruments: 1) the Community Inventory and 2) the Library Inventory. The Community Inventory was used to collect general information about the Akwesasne Community to aid in the development of a demonstration cultural center. The Library Inventory was used to assess the present level of library services, materials, and facilities available to students and adults on the Akwesasne Reservation.

C O L L E C T I O N O F D A T A

Four on-site trips were made to the Akwesasne Mohawk Reservation. Because of complexities of problems of communications and due to the lateness of the selection of a site within the eastern area, it was decided that two trips would be made to:

1) make an initial on-site visit for the purpose of determining the feasibility of implementing a library project on the Akwesasne Mohawk Reservation.

2) inform the representatives of the community on the purposes and objectives of the NIEA Library Project.

3) obtain the community's response to the various instruments used in the project.

4) set specific dates for training of interviewers, administering of questionnaires, to determine sample size and obtain a population census for the community.

5) begin the process of selection of interviewers.

The third and fourth visits were primarily for training of ten (10) interviewers, disseminating written information, and selecting sample sizes for adults, students and teachers.

The third and fourth visits were made on February 25-26, 1972, and March 17-18, 1972.

The collection of data from the Salmon River Central School was accomplished in two on-site visits, by the coordinator from Akwesasne. The first trip occurred on November 13-14, 1971. During these same dates, the study team selected the sample of adults, identified ten (10) local bilingual interviewers, who would be paid by the Tribal Council to administer the interview schedule to the sample of adults. In addition, arrangements for the administration of student and teacher questionnaires were made for a later date. The necessary interviews and inspections were accomplished to complete the Community and Library Inventories.

On December 2, 1972, the second on-site visit was made. During this visit a training session with the local interviewers was held. An interview guide was prepared giving background information about the project and specific instructions to insure uniform data collection procedures. In addition, hand-out sheets were prepared for the interviewers to further provide information on the description of existing federal agencies.

The following statements from the "interviewer's guide" indicate the content of the training program and the procedures employed:

1. Persons employed as interviewers must attend a training session sponsored by the National Indian Education Association for administering the interview schedule.

2. At the training session, interviewers will be provided with sample interview schedules, answer sheets, and instructions for administering the interview schedule.

3. As a part of the training program, interviewers practice with the questionnaire, identify problems with particular items, and make suggestions for improving the interview schedule.

4. BE SURE to use a No. 2 soft lead pencil for recording responses on the answer sheet. DO NOT use a ball point pen or ink pen. If you make a mistake while recording a response on the answer sheet, erase the mistake and make the correction.

5. Each interviewer will be assigned the names of some adults selected in the random sampling process.

6. The interviewer will be paid for his services at a rate of $10.00 per interview that has been recorded on an answer sheet. The interviewer will be paid after all of his or her interviews have been completed.

7. The interviewers may begin work as soon as they receive the final copy of the interview questionnaire schedule and a supply of answer sheets.

8. When the interviewer receives his materials he should contact the individuals that have been assigned to him for an appointment. The interviewer may indicate to individuals being interviewed that they will be paid $5.00 by the community agency for their help.

9. Begin each interview session by introducing yourself and explaining to the person you are interviewing that your community has been selected as a demonstration site. Explain that the community will be the recipient of efforts to have a new library-informational center. Their help is needed in determining what should be provided in the center to make it a useful one for the community.

10. Fill out an answer sheet for each interview. The answer sheet is a standard form and some parts of it will not apply. DO NOT pay any attention to the top part of Page 1, leave it blank. Write your name in the blank following the word "INSTRUCTOR". Write the name of the community (i. e., Standing Rock, or St. Regis, etc.) in the blank following the word "COURSE". Indicate the date the interview was made in the blank following the word "DATE". Record the responses by blackening the circle under the appropriate alternative after the number of the question. BE SURE you record the responses in the correct place on the answer sheet. BE SURE to use a No. 2 soft lead pencil. Keep your own record of the people you have interviewed.

11. If the person you are interviewing has difficulty understanding the question, try to help him or her with an explanation of that question. In the case of an individual who does not speak English, translate the questions into his native language.

12. Make your interview procedure as businesslike as possible; move rapidly but not so quickly that the results gathered become of little value. Make a strong attempt to get the person being interviewed to consider each question carefully and not to respond too quickly in order to get through.

13. Try to complete all of your interviews within a two-week period and not later than a three-week period from the time you receive your materials.

14. After the completion of an interview, thank the person for their assistance and relate to them that they will be paid at a later date.

15. PLEASE DO NOT FOLD the answer sheet or make any marks on it other than the responses from the interview.

16. If a person assigned to you refuses to cooperate or is unavailable after two attempts to reach him, drop that person's name from the list and obtain a substitute name from the list of alternatives. If you should use up the names of substitutes, get additional names from your community representatives.

17. Turn your completed answer sheets and the names of the people you have interviewed over to your community representatives.

After the training session with the local interviewers, appropriate numbers of questionnaires and answer sheets were supplied to the community representatives.

Additional data were collected for the community relations component of the model cultural library.

PROCESSING AND ANALYSIS OF DATA

The following procedures were employed in processing and analyzing the responses using electronic data processing services and equipment at the University of Minnesota:

1. The elementary school pupils marked their responses to the items on the Elementary Student Information Needs Questionnaire directly on the instrument. The pupil responses for each item were punched into cards, then transferred to magnetic tape. A computer program was prepared which printed out the number and per cent of each response to all items and for each category.

2. The responses of adults, secondary students, elementary teachers, and secondary teachers to their respective interview schedules or questionnaires were recorded on standard machine-scorable answer sheets. These answer sheets were scored using optical scan equipment and the results recorded directly on magnetic tape. Computer programs similar to the one used for elementary data were written to print out the number and per cent of each response to each item with subtotals by questionnaire category.

3. The print out distributions of responses were tabulated by category for each questionnaire and the adult interview schedule. Average weighted responses were calculated for each category by instrument to obtain a priority ranking by category for each subpopulation. This weighting was based on numerical equivalents of 1 to 3 for elementary pupils and on equivalents of 1 to 5 for all other instruments with the highest number reflecting the greatest degree of importance or highest positive response. Within each category items were ranked in order by per cent of high importance responses into classifications of low, medium, high and no response. In the instruments using five-point response scales, responses weighted 1 and 2 were combined into the "low" classification and responses weighted 4 and 5 were combined into the "high" classification. Interpretations of data to identify needs were based on the following assumptions and/or guidelines:

    a. Ratings of high importance were interpreted as an indication of need. The validity of this assumption is based on the fact that instrument items were constructed from need statements formulated by experienced Indian educators using a modified jury technique. The responses of the Indian community subpopulation samples verified these need statements and degree of

favorable response was the basis of assigning priorities. The responses of elementary and secondary students were considered the primary indicators of needs among those subpopulations. The responses of their teachers (largely non-Indian) were used as supporting and sometimes contrasting data.

b. The implementation of the demonstration models will take place over a three-year period. On the basis of the data, the identified needs were assigned to each of the three developmental years by the same jury of Indian educators (research assistants).

c. Data collected on the Library Inventory were tabulated and interpreted to present a picture of existing library facilities available in the reservation community. Data collected in the questionnaires and the adult interviews were tabulated to provide additional descriptive dimensions including library access and utilization.

d. Data collected from completion of the Community Inventory were presented to provide a background picture of the reservation community setting in which the library demonstration model is to be implemented.

After the Indian research team had collected and analyzed the data, special consultants in library and media technology were retained to advise the study team on the latest concepts and technological developments in these fields. Using their technical expertise, the community library model reported in Chapter IV was developed for consideration, modification, and approval by the Tribal Council and its staff.

CHAPTER III

PRESENTATION OF THE DATA

The following information is a report of the informational needs survey conducted at the Akwesasne Mohawk Reservation in St. Regis. The results and findings of this study are reported in the following categories: 1) elementary pupils, 2) secondary students, 3) adults, 4) existing library facilities and services, 5) bilingualism, and 6) a summary of informational needs.

INFORMATIONAL NEEDS OF ELEMENTARY PUPILS

The research design of this study presented in Chapter II indicated that two parallel data-collecting instruments were used to identify informational needs of elementary pupils. These data collection instruments were 1) a questionnaire given to the elementary pupils and 2) a questionnaire given to their teachers at the Salmon River Central School.

The elementary questionnaire requested elementary pupils to rate the importance of items within the information categories on American Indian Culture, Family Life, Indians in the City, Using Goods and Services, School and Learning, Health and Safety, Recreation, Current Events, Media in the Home, Library Use, and Miscellaneous. A more sophisticated questionnaire was given to the elementary teachers covering the same categories and items mentioned above with the additional categories of Service Agencies, Legal and Civil Rights, Occupational and Vocational Information, and Professional Informational Needs. The data collected from the elementary pupils and their teachers will be presented together in the following

sections of this chapter with areas not covered in both instruments discussed separately.

The categories within each questionnaire are ranked in order of priority based on procedures discussed in Chapter II. This priority ranking of categories is the basis for discussion of the perceptions of elementary pupils and elementary teachers as to their informational needs.

Rank	Category	Average Weighted Response*
1	Health and safety	2.917
2	American Indian Culture	2.866
3	Using Goods and Services	2.857
4	Recreation	2.821
5	School and Learning	2.794
6	Indians in the City	2.786
7	Current Events	2.752
8	Family Life	2.548

* Based on a 3-point scale.

The ranking of categories by elementary teacher average weighted response is listed below:

Rank	Category	Average Weighted Response*
1	Health and Safety Information	4.024
2	Academic Discipline Informational Needs	3.899
3	Legal and Civil Rights	3.448
4	Professional Informational Needs	3.384

Rank	Category	Average Weighted Response*
5	Recreational Information	3.379
6	Occupational and Vocational Information	3.324
7	Family Life	3.275
8	Contemporary Events	3.263
9	Consumer Information	3.097
10	American Indian Culture Information Needs	3.083
11	American Indians in Urban Society	3.000
12	Contemporary Events	3.000

* Based on a 5-point scale.

The elementary pupils at St. Regis ranked the health and safety informational category as their first priority. This corresponds with the response provided by their teachers, who also ranked health and safety as the category about which they feel their pupils need more information. Second in importance to the students was more information about American Indian culture, with using goods and services and the recreation categories next in importance. The teachers, on the other hand, ranked the American Indian culture and consumer information categories near the bottom in priority. Recreation fell about in the middle range of importance for both students and teachers.

Information about school and learning was listed fifth in importance by the students, while this category was ranked second in importance by the teachers responding to the questionnaire. The need for more information about Indians in the city fell into the lower priority levels of both the

students and teachers.

The pupils' responses to the informational needs relating to occupations and vocations, legal and civil rights, and service agencies were included in the miscellaneous section, and these categories solicited medium and high responses from the students and teachers alike.

HEALTH AND SAFETY

The ranking of the items in health and safety information categories by the elementary pupils in St. Regis is illustrated in Table 1. The highest priorities among the students were good health and appearance, first aid when someone gets hurt, and the effects of alcohol, smoking, and drugs. Each had the high ranking of 95 per cent.

At the bottom of the priority ranking was safety at home with guns, with fire, in the water, and with machines which received 90 per cent high priority responses. It should be noted that although the safety at home item was ranked last in this category, 90 per cent of the pupils gave it a position of high priority.

The health and safety information category was the highest ranked category for elementary pupils, thus indicating a high interest level among the pupils for more information about health and safety.

TABLE 1

RANKING OF THE ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY BY THE ELEMENTARY PUPILS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding High	Medium	Low	No Response
1.33	36	Good Health and Appearance	95	4	0	0
1.33	38	First Aid When Someone Gets Hurt	95	4	0	0
1.33	37	The Effects of Alcohol, Smoking and Drugs	95	0	4	0
4	39	Safety at Home with Guns, with Fire, in the Water, and with Machines	90	4	4	0

Table 2 presents the responses of the elementary teachers to the items in the health and safety information category. Good health and appearance (personal health and hygiene of the teacher instrument), the number one item in importance to the students, fell in the middle range for their teachers, while the lowest item of interest on the teacher list of priorities was individual grooming and appearance.

Number one on the teachers' list of priorities was effects of alcohol, tobacco, and drugs. This item received 95 per cent high interest responses on the student questionnaire and is thus an item of great concern to both groups.

Safety with fire, guns, water, and machines fell into the middle priority range of the teachers and was last in importance for the students.

Teacher response to this category was relatively low for all items

except for their number one priority. There were fairly large percentages of "no response" to the personal health areas of the students.

TABLE 2

RANKING OF THE ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following areas of health and safety information as to their importance for your pupils:	Per Cent Responding			
			High	Medium	Low	No Response
1	72	Effects of Alcohol, Tobacco, and Drugs	91	0	0	7
2.50	71	Eye Care	68	23	0	7
2.50	73	Communicable Diseases	68	7	7	15
4.33	70	Dental Health	60	23	0	15
4.33	77	Safety at Home	60	15	0	23
4.33	69	Personal Health and Hygiene	60	7	0	30
7.50	78	Safety with Fire, Guns, Water, and Machines	53	15	0	30
7.50	75	Sanitation	53	7	7	30
9	74	Venereal Disease	46	7	22	23
10	68	Individual Grooming and Appearance	45	23	0	30

AMERICAN INDIAN CULTURE

The ranking of items by elementary pupils in this category is illustrated in Table 3. This table lists the highest to the lowest percent of responses and shows the high, medium, and low response or lack thereof. The highest priority for acquiring additional information fell into four categories

of equal rank: 1) noted American Indian leaders, past and present, 2) the music, dances, and arts and crafts of American Indian tribes, 3) the types of clothing worn by American Indians in early times, and 4) the clans, families, and other groups in your tribe.

The lowest student ratings fell to the medicines used by American Indian tribes and the religions of American Indian tribes.

The response to the American Indian culture information category by the elementary pupils in St. Regis was overwhelmingly indicative of a strong desire for additional information on this topic, as a majority of the items received 90 per cent or more high interest responses.

TABLE 3

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY BY THE ELEMENTARY PUPILS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding High	Medium	Low	No Response
1.25	1	Noted American Indian Leaders, Past and Present	99	0	0	0
1.25	3	The Music, Dances, and Arts and Crafts of American Indian Tribes	99	0	0	0
1.25	8	The Types of Clothing Worn by American Indians in Early Times	99	0	0	0
1.25	10	The Clans, Families, and Other Groups in Your Tribe	99	0	0	0
5	5	The Legends and Stories of American Indian Tribes	95	4	0	0
6.33	7	The Foods of American Indian Tribes	90	4	0	0
6.33	2	The History of Your Tribe	90	9	4	0

(TABLE 3, Continued)

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding High	Medium	Low	No Response
9	9	Tribal Events and Celebrations	85	14	0	0
10.5	4	The Medicines Used By American Indian Tribes	66	28	4	0
10.5	6	The Religions of American Indian Tribes	66	14	19	0

Table 4 illustrates the degree of importance given by elementary teachers at St. Regis to items in this category. The highest priorities selected by teachers were history of American Indian tribes and arts and crafts of American Indian tribes, with 68 per cent and 61 per cent, respectively, ranking the items as having high priority.

There was a noticeable lack of high interest among the teachers in the items of the culture information needs category (Table 4). In all but the top four items, more than 50 per cent of the responses fell in the medium, low or no response columns.

The basic similarities between the pupil and teacher responses to items of high interest were in the following categories: noted American Indian leaders, and the music, dances, and arts and crafts of American Indian tribes. In the lower priority items, the medicines used by American Indian tribes was next to last in interest for elementary pupils and last for the elementary teachers.

TABLE 4

RANKING OF THE ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION NEEDS CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of the pupils in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1	2	History of American Indian Tribes	68	23	7	0
2	7	Arts and Crafts of American Indian Tribes	61	7	30	0
3.33	1	Noted Indian Leaders, Past and Present	53	38	7	0
3.33	4	Problems in Indian and Non-Indian Relations, Past and Present-Origins and Outcomes	53	23	22	0
3.33	6	Tribal Life Under the Tribal Government	53	15	30	0
6	5	Tribal Life Under the United States Government	45	38	15	0
7.33	17	Value Systems of American Indian Tribes	38	46	15	0
7.33	9	Legends and Stories of American Indian Tribes	38	38	22	0
7.33	16	Native Language of American Indian Tribes	38	23	30	7
10.33	3	Inter-tribal and Intra-tribal Relationships-Past and Present	22	53	23	0
10.33	15	Ceremonies and Customs of American Indian Tribes	22	46	22	7
10.33	10	Native Religions of American Indian Tribes	22	38	38	0
13	13	Native Food Dishes of American Indian Tribes	14	46	30	7
14.25	14	Native Dress of American Indian Tribes	7	61	22	7
14.25	12	Native Music of American Indian Tribes	7	53	38	0
14.25	11	Native Dances of American Indian	7	53	38	0
14.25	8	Indian Medicine Used by American Indian Tribes	7	30	61	0

USING GOODS AND SERVICES

The ranking of the items by elementary pupils for the using goods and services category is illustrated in Table 5. The items are listed in order from highest to lowest percent of responses and show the high, medium, and low responses or lack thereof. The top priority items were saving money and planning the use of your money.

Why some things cost more money than others and the costs of feeding, clothing, and housing for a family were the two items ranked lowest in priority, but each still received over 70 per cent high responses, thus indicating a high interest among the student population in this entire category.

TABLE 5

RANKING OF THE ITEMS IN THE USING GOODS AND SERVICES INFORMATION CATEGORY BY THE ELEMENTARY PUPILS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding High	Medium	Low	No Response
1	25	Saving Money	99	0	0	0
2	29	Planning the Use of Your Money	95	4	0	0
3	26	Borrowing Money, Banking, and Checking Accounts	85	14	0	0
4	28	Where the Goods and Services You Use Come From	80	19	0	0
5.5	24	Why Some Things Cost More Money Than Others	76	23	0	0
5.5	27	The Costs of Feeding, Clothing, and Housing for a Family	76	23	0	0

CONSUMER INFORMATION

Table 6 indicates that the consumer information category was of low priority for the elementary teachers. The highest ranking item in this category was consumer protection agencies such as the Better Business Bureau, which received only a 30 per cent response in the high column.

Family and personal budget planning and banking-savings and checking accounts were at the bottom in interest level for teachers and contrast to a high priority given by the elementary pupils to similar items.

TABLE 6

RANKING OF THE ITEMS IN THE CONSUMER INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian pupils in your school?	Per Cent Responding			
			High	Medium	Low	No Response
1	53	Consumer Protection Agencies such as the Better Business Bureau	30	30	37	0
2.5	51	Family and Personal Budget Planing	22	23	22	30
2.5	52	Banking-Savings and Checking Accounts	22	23	22	30

RECREATION

The ranking of items in the recreation information category for elementary pupils using the highest to lowest percent responses is illustrated in Table 7. Crafts and hobbies was rated as the highest interest category by the students with all types of sports ranking second in priority.

The top two items in this category received a very high percentage of votes in the high priority column, 99 and 95 per cent, respectively.

TABLE 7

RANKING OF THE ITEMS IN THE RECREATION INFORMATION CATEGORY BY THE ELEMENTARY PUPILS ON THE AKWESASNE MOHAWK RESERVATION

			Per Cent Responding			
Rank	Item No.	Item Would you like to know more about:	High	Medium	Low	No Response
1	41	Crafts and Hobbies	99	0	0	0
2	40	All Types of Sports	95	4	0	0
3	42	Indian Cultural Events Such as Pow-Wows	85	4	9	0
4	43	Quiet Indoor Games Such as Cards, Checkers and Monopoly	66	23	9	0

Table 8 shows the ranking of the items in the recreational information category by the elementary teachers. The highest item of interest was individual participation-type activities, with only 38 per cent of the teachers rating this as a high priority item.

All the items in the recreational information category received a very low priority ranking by teachers in direct contrast to the high level student responses.

TABLE 8

RANKING OF THE ITEMS IN THE RECREATIONAL INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following informational areas dealing with recreation in terms of their importance to your pupils:	Per Cent Responding			
			High	Medium	Low	No Response
1	80	Individual Participation-Type Activities	38	23	15	23
2	81	Spectator-Type Activities	23	53	7	15
3	82	Family Participation-Type Activities	22	30	7	38

SCHOOL AND LEARNING

The ranking of items for the school and learning information category by elementary pupils is presented in Table 9. The highest priority item pertains to physical education and sports with 90 per cent of the pupils indicating a high level of interest in the item.

The next four items received 85 per cent high interest responses from the students. The lowest ranked item, which was related to social studies, received 61 per cent high interest responses from the students.

This category did not elicit an overly strong concern from the pupils for more information, but nevertheless a strong commitment to school and learning has been indicated by the responses given.

TABLE 9

RANKING OF THE ITEMS IN THE SCHOOL AND LEARNING INFORMATION CATEGORY BY THE ELEMENTARY PUPILS ON THE AKWESASNE MOHAWK RESERVATION

			Per Cent Responding			
Rank	Item No.	Item Would you like to have more books:	High	Medium	Low	No Response
1	34	About Physical Education and Sports	90	9	0	0
2	31	Which Will Help You Solve Mathematics Problems Better	85	14	0	0
3.33	30	Which Will Help You to Read Better	80	19	0	0
3.33	33	To Help You Learn About Science	80	19	0	0
3.33	35	About Art and Music	80	14	4	0
6	32	To Help You Learn More About Social Studies	61	38	0	0

In direct contrast to the students' responses to school and learning, the elementary teachers list social studies as the number on priority in Table 10 on the academic discipline information needs.

In both tables, mathematics falls second, while reading and science assume third and fourth places.

The fine arts item fell in the next to last ranking for the students and teachers alike.

Table 10 provided an item for more informational needs on native languages of the American Indian, and this item fell last with only 23 per cent listing it as a high priority item. Elementary pupils responded to this item in Table 1 with 90 per cent of the pupils giving it a high priority rating.

Physical education and sports, the number one ranked item of the students, ranks in the lower portion of the teacher priority listing.

TABLE 10

RANKING OF THE ITEMS IN THE ACADEMIC DISCIPLINE INFORMATIONAL CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the importance of additional informational resources associated with school success in the following areas:	Per Cent Responding			
			High	Medium	Low	No Response
1	56	Social Studies	91	7	0	0
2.5	55	Mathematics	83	7	7	0
2.5	54	Reading	83	0	0	15
4	57	Science	68	23	0	7
5	61	Guidance and Counseling	53	38	7	0
6	60	Physical Education and Sports	38	38	15	7
7	59	Fine Arts--Art, Drama, Music, Dance	30	46	15	7
8	58	Native Languages - American Indian	23	46	30	0

INDIANS IN THE CITY

The ranking of items for the Indians in the city category by elementary pupils is illustrated in Table 11. The highest pupil priority was given to the problems that Indians face in the cities and the cities where Indians live with 95 per cent and 90 per cent, respectively, ranking these items as being of high importance.

All items in this section received over 70 per cent high interest responses, thus indicating a strong need for information in this category.

TABLE 11

RANKING OF ITEMS IN THE INDIANS IN THE CITY INFORMATION CATEGORY BY THE ELEMENTARY PUPILS ON THE AKWESASNE MOHAWK RESERVATION

			Per Cent Responding			
Rank	Item No.	Item: Would you like to know more about:	High	Medium	Low	No Response
1	20	The Problems that Indians Face in the City	95	0	4	0
2	19	The Cities Where Indians Live	90	0	9	0
3	23	Interesting Places to Visit in the City	85	4	9	0
4	21	Schools Indian Students Attend in the City	80	19	0	0
5	22	The Work that Indian People Do in the City	76	23	0	0
6	18	Why Indian People Move to Cities	71	23	4	0

Table 12 ranks the degree of importance placed on this category by the elementary teachers on the Akwesasne Mohawk Reservation. The highest priority item, educational opportunities, was the only item receiving over 50 per cent high response. The pupils placed this item in the middle of their priority items.

The medical services item received the second number of high responses but was not part of the student category for Indians in the city. The third highest priority item was employment within an urban area, which received a low listing in the student table.

Lowest in priority of informational need according to the teachers were quality of life for urban Indians, cities that contain the greatest number of American Indian people, and history of the Indian urban movement.

In contrast to the pupil response, which indicated a high need for more information on cities where Indians live, the teachers' response placed this item next to last.

The main difference between the pupil resonses and the teacher responses to high priority items centered around employment and possible apprehension or concern about city life. Pupils were interested in problems of city living, while teachers were interested in employment opportunities and medical services.

Both groups listed interest in the history of the urban Indian movement as the lowest priority. In general, elementary teachers considered this entire category very low in priority items, with seven of the ten items receiving lower than 25 per cent high interest responses.

TABLE 12

RANKING OF THE ITEMS IN THE AMERICAN INDIAN IN URBAN SOCIETY INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1	31	Educational Opportunities	69	7	22	0
2	32	Medical Services	45	30	22	0
3	29	Employment Within an Urban Area	30	38	30	0
4	28	Condition and Availability of Housing in Urban Areas	22	46	22	7
5	34	Government and Political Structure of Cities	15	61	23	0
6.50	33	Indian Centers	14	61	23	0
6.50	30	Social Agencies to Assist Indian People in Urban Areas	14	53	30	0
8.33	27	Quality of Life for Urban Indians	7	84	7	0
8.33	26	Cities that Contain the Greatest Number of American Indian People	7	61	30	0
8.33	25	History of the Indian Urban Movement	7	30	60	0

CURRENT EVENTS

The ranking of the items in the current events information category by the elementary pupils is illustrated in Table 13. The highest items in terms of ranking percentiles are international or world events and reservation or tribal events.

Of secondary importance were events related to your state and school-related events. The least important item on the five-item table was the need for more information of a national scope.

The pupils indicated a high amount of interest in the top four categories, giving these items rankings of 80 per cent high interest or more.

TABLE 13

RANKING OF THE ITEMS IN THE CURRENT EVENTS INFORMATION CATEGORY BY THE ELEMENTARY PUPILS ON THE AKWESASNE MOHAWK RESERVATION

			Per Cent Responding			
Rank	Item No.	Item: Would you like to know more about:	High	Medium	Low	No Resonse
1.5	48	International or World Events	90	9	0	0
1.5	45	Reservation or Tribal Events	90	4	4	0
3.5	46	Events Related to Your State	80	19	0	0
3.5	44	School-Related Events	80	14	4	0
5	47	National Events	57	28	14	0

Table 14 illustrates the ranking of the items in the contemporary events category by the elementary teachers. State and national news received the highest priority in contrast to a middle ranking for state news by the students and the lowest ranking for national events by the pupils.

National Indian events and issues and new and current governmental Indian policies, which were second in importance on the teacher questionnaire, were not listed on the student questionnaire.

The items in this category received a much lower rating from teachers than they received from the students.

TABLE 14

RANKING OF THE ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following informational areas dealing with contemporary events in terms of their importance for your pupils:	Per Cent Responding: High	Medium	Low	No Response
1	85	State and National News	53	38	0	7
2.5	89	National Indian Events and Issues	30	46	15	7
2.5	83	New and Current Governmental Indian Policies	30	53	15	0
4.5	87	Local, Personal and Social Events	15	53	7	23
4.5	88	Weather	15	46	22	15
6	84	International Events and Issues	14	46	0	38
7	86	Current Sport and Recreational Activities	7	61	7	23

FAMILY LIFE

The ranking of items in this category by elementary students is illustrated in Table 15. The highest priorities indicated by the pupils at Akwesasne were getting along with other children and where to get help when you or your family has a problem.

Dating, marriage and starting a family received the lowest priority with over 60 per cent giving it a medium response and only 9 per cent of the pupils ranking it of high importance. This seems quite usual, however, as the elementary-age children are more concerned with the more immediate needs of their everyday lives.

TABLE 15

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY BY THE ELEMENTARY PUPILS ON THE AKWESASNE MOHAWK RESERVATION

			Per Cent Responding			
Rank	Item No.	Item: Would you like to know more about:	High	Medium	Low	No Response
1.5	14	Getting Along with Other Children	80	19	0	0
1.5	16	Where to Get Help When You or Your Family Has a Problem	80	19	0	0
3	17	How Death Affects the Family	76	23	0	0
4	12	How Plants, Animals, and People are Reproduced	71	28	0	0
5	13	How Your Body Grows and Changes	57	23	19	0
6	15	Dating, Marriage and Starting a Family	9	61	28	0

Table 16, provides an account of the elementary teachers' responses to the family life category. The item receiving the highest response was child-parent relations, with peer group relations and pre-adolescence and adolescence of boys and girls ranked second and third in importance.

The two lowest priority items were problems of the aged and death and infancy and early childhood.

The students and teachers both gave peer group relations a high priority. The lowest priority item for the students, (dating, marriage and starting a family) was of medium importance to the teachers. Lack of pupil interest in this area would appear to be normal and provides an example of how children's values differ from that of what the adult feels necessary for the young. Other items appeared to fall into similar areas of importance to the teachers and pupils alike.

TABLE 16

RANKING OF THE ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following informational areas dealing with family life in terms of their importance to your pupils:	Per Cent Responding			
			High	Medium	Low	No Response
1	22	Child-Parent Relations	68	15	15	0
2	21	Peer Group Relations	61	15	22	0
3	20	Pre-Adolescence and Adolescence of Boys and Girls	60	15	22	0
4	23	Marriage and the Process of Establishing a Home	46	23	30	0
5	18	Birth Process	37	23	38	0
6	24	Problems of the Aged and Death	23	46	30	0
7	19	Infancy and Early Childhood	22	53	23	0

LEGAL AND CIVIL RIGHTS

The ranking of the items in the legal and civil rights informational needs category as responded to by the teachers is presented in Table 17. The highest priorities are legal rights of American Indians and the United States Constitution, both of which received 61 per cent high responses.

At the bottom of the teachers' ranking order were tribal treaties with the U.S. Government and tribal constitution and by-laws.

Thus, the items directly related to Indian affairs are the lowest in order of importance, except for the item dealing with the legal rights of American Indians, which is ranked first.

Elementary pupils were asked to respond to three items concerning legal and civil rights in the miscellaneous category. Ninety-nine per cent gave a high response to information concerning "Your Rights to Protection and Justice", 80 per cent to "How Laws are Made by County, State and Tribe" and 66 per cent to "Crimes and Punishments for Them". Obviously, legal and civil rights are very important concerns of elementary pupils, and high priority should be given to meeting this need.

TABLE 17

RANKING OF THE ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1.5	44	Legal Rights of American Indians	61	23	7	7
1.5	41	The U.S. Constitution	61	23	0	15
3	43	Federal, State and Local Laws Affecting the Local Tribes	60	7	15	15
4.5	42	Your State's Constitution	45	30	7	15
4.5	47	Penalities for Crimes and the	45	23	23	7
6.5	45	Access to Legal Counsel	30	46	14	7
6.5	46	Tribal, Municipal, State and Federal Court Systems	30	38	15	15
8	40	Tribal Treaties With the U.S. Government	14	38	38	7
9	39	Tribal Constitution and By-laws	7	61	30	0

OCCUPATIONAL AND VOCATIONAL INFORMATION

Table 18 presents the ranking of items in the category of occupational and vocational information needs of Indian pupils by the elementary teachers. The table indicates that teachers give a very low priority to all the items in this category, with the top two items receiving only 38 percent high priority responses and the third and final item of the category receiving a 37 per cent high response.

Elementary pupils, on the other hand, rank two items dealing with occupational and vocational information very high. Ninety-nine per cent responded high to "Jobs That You Could Have When You Grow Up" and 95 per cent responded high to "The Training and Experiences Needed for Jobs You Would Like".

TABLE 18

RANKING OF THE ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1.5	49	Availability of Training Opportunities, Scholarships and Grants to Prepare One For Employment	38	23	15	23
1.5	50	Descriptions of Existing Jobs in This State and the Nation	38	15	30	15
3	48	Descriptions of All Existing Jobs on This Reservation	37	30	30	0

SERVICE AGENCIES

Table 19 illustrates the responses of elementary teachers on the Akwesasne Mohawk Reservation in the service agencies informational needs category. Ther percent of high responses to these items was very low. State and county service agencies ranked first in priority with a fairly even distribution between the high, medium, and low responses.

Teacher response to this category was very low, with over 60 per cent of the responses being of a medium or low listing. Elementary pupils responded to one item in the miscellaneous category concerned with service agencies. Eighty per cent responded high to information about "The Kinds of Help Indian People Can Get from Places Like the BIA, PHS, And OEO".

TABLE 19

RANKING OF THE ITEMS IN THE SERVICE AGENCIES INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the informational needs of Indian pupils in your school:	Per Cent Responding			
			High	Low	Medium	No Response
1	38	State and County Service Agencies	37	38	23	0
2	37	Other Federal Agencies and Their Programs That Serve the Indian Community	30	38	30	0
3	35	Tribal Government and Services	22	30	37	7
4	36	The Bureau of Indian Affairs and Its Services	7	46	30	15

PROFESSIONAL INFORMATIONAL NEEDS

Table 20 ranks the items in the professional informational needs category from the highest to the lowest percent of responses by elementary teachers. The first priority of the teachers, with 61 per cent ranking the item of high priority, was educational field trips. Human relations activities ranked at 60 per cent received the second highest priority. The remaining four items in the category showed less than 50 per cent high response.

TABLE 20

RANKING OF THE ITEMS IN THE PROFESSIONAL INFORMATIONAL NEEDS INFORMATION CATEGORY BY THE ELEMENTARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How do you rate the importance of additional information in the following areas related to teaching:	Per Cent Responding			
			High	Medium	Low	No Response
1	65	Educational Field Trips	61	23	7	7
2	62	Human Relations Activities	60	7	15	15
3	67	Educational Innovations	45	38	7	7
4	66	Professional Organizations	30	46	23	0
5.5	64	Professional Journals	22	53	15	7
5.5	63	In-service Training	22	46	30	0

INFORMATIONAL NEEDS OF SECONDARY STUDENTS

This section reports the findings of two questionnaires, one given to secondary students and the other given to secondary teachers at the Akwesasne Reservation. The questionnaires, as explained in the sample design in Chapter II, were given to a random sampling of secondary students and teachers. The two questionnaires covered the same basic areas, but the items were not identical. These topic areas included: 1) American Indian Culture 2) Family Life 3) Indians in Urban Areas 4) Consumer Information 5) General Information 6) Health and Safety 7) Recreation 8) Contemporary Events 9) Service Agencies 10) Legal and Civil Rigts and 11) Occupational and Vocational Information.

The areas not covered in both questionnaire instruments will be discussed separately.

The data collected from the questionnaire are presented in the order of their ranking, and the secondary student categories are listed by average weighted response on a 5-point scale.

Rank	Category	Average Weighted Response
1	Occupational and Vocational Information	3.993
2	Legal and Civil Rights	3.896
3	Indians in Urban Areas	3.883
4	Family Life	3.878
5	Health and Safety	3.852
6	Service Agencies	3.782
7	Consumer Information	3.669
8	American Indian Culture	3.584
9	Recreation	3.580
10	General Education	3.556
11	Contemporary Events	3.473

The category which received the highest average weighted response by secondary students was occupational and vocational information, which was followed by legal and civil rights, Indians in urban areas, and contemporary events category.

The ranking order indicated those categories receiving the highest average weighted response were those that had an effect on the personal life of secondary students. It would seem that secondary students are not as concerned about categories that deal with educational or recreational activities.

The rankings of the categories by secondary teachers by average weighted response is as follows:

Rank	Category	Weighted Percent Response*
1	Academic Discipline	4.865
2	Occupational and Vocational Information	4.718
3	Contemporary Events	4.375
4	Health and Safety	4.208
5	Consumer Information	4.206
6	Service Agencies	4.000
7	Legal and Civil Rights	3.824
8	Family Life	3.807
9	American Indians in Urban Society	3.387
10	Contemporary Events	3.333
11	American Indian Culture	3.121
12	Professional Needs	3.000

* Based on a 5-point scale

The category which received the highest ranking was academic discipline, which was followed closely by occupational and vocational information. Teachers ranked their professional needs last, and categories concerned with American Indian culture and urban life also received low rankings. It would seem that the secondary teachers rank information concerned with assimilating students into society much higher than they rank information concerning their cultural development.

OCCUPATIONAL AND VOCATIONAL INFORMATION

The occupational and vocational information category was ranked first by secondary students in the Akwesasne community. Table 21 presents the rankings of the items in the vocational and occupational information category.

The items ranked first were descriptions of all existing jobs on the reservation and their entry requirements, current information about job availability on this reservation and entry requirements, and availability of training opportunities to prepare one for employment.

The lowest ranking item was information about every employment opportunity in this state and the nation.

TABLE 21

RANKING OF THE ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION NEEDS CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding: High	Medium	Low	No Response
1.33	55	Descriptions of All Existing Jobs on This Reservation and Their Entry Requirements	73	23	2	0
1.33	56	Current Information about Job Availability on This Reservation and Entry Requirements	73	21	2	2
1.33	57	Availability of Training Opportunities to Prepare One for Employment	73	19	2	4
4	58	Information about Every Employment Opportunity in This State and the Nation	47	33	11	7

The ranking by secondary teachers of the items in the occupation and vocational information category is presented in Table 22. The items ranked highest were descriptions of all existing jobs on this reservation and their requirements and availability of training opportunities to prepare one for employment. The two categories scored equally high with 77 per cent of the teachers giving it a high priority ranking.

Both the teacher and the student groups expressed equal concern by ranking job information in and around the local reservation as most important. Neither group was as concerned about employment that would tend to dislocate them from their immediate home area.

TABLE 22

RANKING OF THE ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding: High	Medium	Low	No Response
1.50	50	Descriptions of All Existing Jobs on this Reservation and Their Entry Requirements	77	11	0	11
1.50	52	Availability of Training Opportunities to Prepare One for Employment	77	0	11	11
3	53	Information about Every Employment Opportunity in This State and the Nation	66	22	0	11
4.50	51	Current Information about Job Availability on This Reservation and Entry Requirements	55	11	0	33
4.50	54	Scholarships and Grants Available for Advance Training	55	0	0	44

LEGAL AND CIVIL RIGHTS

This category received the second highest weighted response by secondary students. The students' rank order is presented in Table 23. Within this category, the secondary students placed high importance upon legal rights and treaties of the Mohawk Nation, respectively. The items that ranked lowest in this category are the U.S. Constitution and your state's constitution.

According to the rank order of the items in the legal and civil rights category, students indicate high interest in the individual rights of Indian people and treaties of the Mohawk Nation, while they place a low priority on their state and national rights as U.S. citizens.

TABLE 23

RANKING OF THE ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1	52	The Legal Rights of Indians	73	0	2	23
2	48	The Treaties of Your Tribe with the U. S. Government	61	16	2	19
3.5	47	Your Tribe's Constitution and By-laws	54	14	4	26
3.5	51	Federal, State and Local Laws Affecting You and Your Tribe	54	11	4	28
5	54	Crimes and Punishments for Them	44	19	11	23
6	53	Tribal, Municipal, State and	42	23	9	23
7	49	The United States Constitution	35	14	18	30
8	50	Your State's Constitution	30	23	16	28

The ranking by secondary teachers of the items within the legal and civil rights category is presented in Table 24.

The item which the secondary teachers ranked highest in importance is the U.S. Constitution, which is followed closely by tribal and state constitutions, penalties for crimes, and federal, state, and local laws affecting the local tribe. The lowest ranked item dealt with tribal treaties with the U. S. Government.

The difference in response between the secondary teachers and their students in items of priority is that the secondary teachers seem to place an emphasis on national and state rights linked within tribal and local government. The students place emphasis on individual and local rights.

TABLE 24

RANKING OF THE ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1	43	The United States Constitution	66	11	0	22
2.25	41	Tribal Constitution and By-laws	55	22	11	11
2.25	44	Your State's Constitution	55	22	0	22
2.25	49	Penalties for Crimes and the Penal System	55	22	0	22
2.25	45	Federal, State, and Local Laws Affecting the Local Tribe	55	0	0	44
6.33	46	Legal Rights of American Indians	44	22	0	33

(TABLE 24, Continued)

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding: High	Medium	Low	No Response
6.33	47	Access to Legal Counsel	44	11	11	33
6.33	48	Tribal, Municipal, State, and Federal Court Systems	44	11	0	44
9	42	Tribal Treaties with the U. S. Government	33	22	11	33

INDIANS IN URBAN AREAS

The Indians in the urban areas category was ranked third by secondary students, while the secondary teachers ranked this category ninth. The ranking by students of the items in this category is shown in Table 25.

Within this category the secondary students ranked education and employment opportunities and medical services as first and second in importance, while interesting places to visit in urban areas was rated as lowest in importance.

TABLE 25

RANKING OF THE ITEMS IN THE INDIANS IN URBAN AREAS INFORMATIONAL NEEDS CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding: High	Medium	Low	No Response
1	32	Education and Employment Opportunities	78	2	4	14
2	34	Medical Services	71	16	2	9
3	31	Available Housing	61	23	2	11
4	30	Living Conditions of Indians in Urban Areas	56	26	4	11
5	28	Characteristics of Urban Areas to which Indians Move	47	23	6	21
6	35	Indian Centers and Agencies Which Help Indians Adjust to Urban Life	46	26	2	23
7	29	Why Indians Move to Urban Areas	44	26	11	16
8	33	Interesting Places to Visit in Urban Areas	25	33	25	14

As shown in Table 26, the secondary teachers ranked social agencies to assist Indian people in urban areas as high priority, and cities that contain the greatest concentration of American Indian people, as lowest priority.

In general, both the secondary teachers and students are interested in the areas of employment, health, and social services pertaining to the urban environment.

TABLE 26

RANKING OF THE ITEMS IN THE AMERICAN INDIAN IN URBAN SOCIETY INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1	32	Social Agencies to Assist Indian People in Urban Areas	77	11	11	0
2.50	34	Medical Services	55	22	11	11
2.50	33	Educational Opportunities	55	11	11	22
4.50	31	Employment Within an Urban Area	44	33	11	11
4.50	35	Indian Centers	44	33	11	11
6.33	29	The Quality of Life for Urban Indians	33	55	11	0
6.33	30	Conditions and Availability of Housing in Urban Centers	33	44	11	11
6.33	36	Government and Political Structure of Cities	33	33	11	22
9	27	The History of the Indian Urban Movement	11	66	11	11
10	28	Cities that Contain the Greatest Concentration of American Indian People	0	77	11	11

FAMILY LIFE

The category of family life was ranked fourth by secondary students in the Akwesasne community. Table 27 presents the ranking of items within this category. The items receiving the highest rankings were how to care for a baby and problems and concerns of teenagers. The items receiving the lowest rankings were the birth of children and the problems of the aged.

Secondary students obviously are more concerned with their adolescence period than with the other items which pertain to marriage, death, etc.

TABLE 27

RANKING OF THE ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1.5	20	How to Care for a Baby	73	23	2	0
1.5	22	Problems and Concerns of Teenagers	73	16	4	4
3.5	23	Marriage - Beginning a Family	70	16	4	7
3.5	24	Child-Parent Relations	70	14	0	14
5	27	Death in the Family	68	16	2	11
6.5	21	How Boys and Girls Become Men and Women	63	19	2	14
6.5	25	Relations with Friends and Family	63	16	9	9
8	19	The Birth of Children	54	35	6	2
9	26	Problems of the Aged	47	28	9	14

Table 28 shows the ranking of items in the family life information category by secondary teachers. The item which received the highest ranking was peer group relations, which was closely followed by pre-adolescence of boys and girls, child-parent relations, and marriage and the process of establishing a home.

Interesting to note is the teachers' ranking of infancy and early childhood as the area of least concern. This ranking was in reverse of the secondary students top ranking of a similar item and indicates that the school system is not really cognizant of the students' priorities. This major difference in perception between the students and teachers seems directly related to the community social circle in that teacher informational needs are not really attuned to the student needs.

TABLE 28

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding: High	Medium	Low	No Response
1	22	Peer Group Relations	77	22	0	0
2.33	21	Pre-adolescence and Adolescence of Boys and Girls	66	33	0	0
2.33	23	Child-Parent Relations	66	33	0	0
2.33	24	Marriage and the Process of Establishing a Home	66	33	0	0
5.50	19	Birth Process	55	33	11	0
5.50	18	Family Planning - Birth Control	55	33	0	11
7.33	25	Middle Age Adjustment	33	44	11	11
7.33	26	Problems of the Aged and Death	33	44	11	11
7.33	20	Infancy and Early Childhood	33	66	0	0

HEALTH AND SAFETY

The ranking of secondary students of the items in the health and safety information category is presented in Table 29.

The items which received the highest ranking with 54 per cent of the students ranking them as high priority items, were safety with fire, guns, water, and machines and safety at home and first aid. Effects of smoking, alcohol, and drugs was a very close second priority item. The items receiving the lowest rankings were veneral disease and, suprisingly enough, diet and nutrition.

TABLE 29

RANKING OF THE ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKEWSASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel it is to have information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1.50	85	Safety with Fire, Guns, Water, and Machines	54	11	6	26
1.50	85	Safety at Home and First Aid	54	11	4	28
3	81	Effects of Smoking, Alcohol, and Drugs	52	14	4	28
4	83	Eye and Dental Care	47	7	11	33
5	80	Sanitation	45	19	7	28
6	84	Communicable Disease and Health Problems	44	14	4	35
7	79	Diet and Nutrition	40	23	11	23
8	82	Veneral Disease	37	26	6	28

Secondary teachers ranked the items in the category health and safety as shown in Table 30.

The item receiving the highest rating was sanitation, and it stood alone at the top of the rankings with 77 per cent of the respondents rating the item as having high importance. The items ranked equally for second priorities were individual grooming and appearance, eye care, and mental health. The items which received the lowest rankings were veneral disease and dental health.

Of the first three highest ranked items for students and teachers, none were agreed upon by both groups. Students were concerned with safety in general, while teachers were concerned with sanitation, individual grooming and appearnace, and eye care and mental health.

Both groups agreed that veneral disease was of the lowest ranking, and consequently it was placed at the bottom of their priority.

TABLE 30

RANKING OF THE ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following areas of health and safety information as to their importance for your students:	Per Cent Responding: High	Medium	Low	No Response
1	91	Sanitation	77	22	0	0
2.33	84	Individual Grooming and Appearance	55	22	0	22
2.33	87	Eye Care	55	11	0	33
2.33	92	Mental Health	55	11	0	33
5.25	89	Communicable Diseases	44	22	0	33
5.25	93	Safety at Home	44	22	0	33
5.25	88	Effects of Alcohol, Tobacco, and Drugs	44	11	0	44
5.25	95	All Agencies Concerned with Health and Safety	44	11	0	44
9.50	85	Personal Health and Hygiene	33	22	0	44
9.50	94	Safety with Fire, Guns, Water and Machines	33	11	0	55
11.50	86	Dental Health	22	22	0	55
11.50	90	Veneral Disease	22	22	0	55

SERVICE AGENCIES

The category of service agencies as shown on Table 31 and 32 was ranked sixth by the secondary students and sixth by the secondary teachers.

In a general overview, there is comparatively little difference between the secondary teachers and students.

In terms of comparing areas such as federal and state agencies, tribal government, and the Bureau of Indian Affairs, the data reveal that there is a common link between the agencies and needs for agencies, whether they be state or federal, to assist the Indians in starting their own businesses. Medical services must be related to the needs of the people and also related to the agencies and tribal government.

TABLE 31

RANKING OF THE ITEMS IN THE SERVICE AGENCIES INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding: High	Medium	Low	No Response
1	46	Agencies Which Help Indians Start Their Own Businesses	72	14	2	9
2	41	Employment Agencies and Their Services	68	16	4	9
3	44	Medical Agencies and Their Services	65	16	2	14
4.5	37	The Bureau of Indian Affairs and Its Services	61	19	11	7
4.5	40	Educational Agencies and Their Services	61	19	8	9
6.5	38	Other Federal Agencies and Their Programs Which Serve You and Your Community	47	35	6	9
8	45	Welfare Agencies and Their Services	47	28	14	9
9	43	Agricultural Agencies and Their Services	46	21	11	19
10	36	Your Tribe's Government and Services	41	23	9	23
11	39	State and County Service Agencies	35	38	15	9

TABLE 32

RANKING OF THE ITEMS IN THE SERVICE AGENCIES INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding: High	Medium	Low	No Response
1	40	State and County Service Agencies	88	0	0	11
2.50	39	Other Federal Agencies and Their Programs that Serve the Indian Community	77	11	0	11
2.50	38	The Bureau of Indian Affairs and Its Services	77	0	11	11
4	37	Tribal Government and Its Services	55	22	11	11

CONSUMER INFORMATION

The rankings of secondary students of the items in the consumer information category by per cent of response are shown in Table 33. The item which received the highest ranking was insurance, which received 75 per cent high interest responses. The credit-time payments-interest category was ranked as being second in importance and an item receiving a close third was family budget planning.

TABLE 33

RANKING OF THE ITEMS IN THE CONSUMER INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1	62	Insurance	75	16	2	4
2	61	Credit-Time Payments-Interest	63	21	9	4
3	59	Family Budget Planning	61	28	7	2
4	65	Banking-Savings and Checking Accounts	52	23	4	19
5	63	Contracts	42	30	11	14
6	64	Taxation	38	23	18	19
7	60	Mortgages	37	30	20	9

Table 34 presents the rankings of secondary teachers in the category of consumer information.

The items which received the highest ranking with 88 per cent of the teachers noting a high need for such information, were banking and consumer protection agencies. The item which received the lowest ranking was investments. There was a very definite pattern that was obtained in comparing the students and teachers, including the fact that both groups fully agreed that investments was of least importance to both groups and that information about contracts and mortgages was also of somewhat lesser value to them than was other information.

TABLE 34

RANKING OF THE ITEMS IN THE CONSUMER INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding: High	Medium	Low	No Response
1.50	62	Banking-Savings, and Checking Accounts	88	11	0	0
1.50	64	Consumer Protection Agencies such as the Better Business Bureau	88	11	0	0
2.14	57	Insurance	77	22	0	0
2.14	58	Collateral and Co-signing	77	22	0	0
2.14	60	Family and Personal Budget Planning	77	22	0	0
2.14	61	The Different Kinds of Taxation Presently Used	77	11	11	0
2.14	63	Contracts	77	11	0	11
2.14	55	Mortgages	77	0	11	11
2.14	56	Credit, Time Payments, and Interest Rates	77	0	11	11
10	59	Investments	55	83	11	0

AMERICAN INDIAN CULTURE

Table 35 shows the ranked responses by secondary students for the items in the category of American Indian culture. This category was ranked eighth in importance out of eleven items.

The item that received the highest ranking was language and dialects of your tribe. The item that received lowest ranking was information concerning traditional customs, clans, and families of other tribes.

The rank order list indicates that the students selected topics pertaining to their own tribe for the highest priority and topics that pertain to other tribes as of a lower priority.

Table 36 presents the responses of secondary teachers. The secondary teachers, in terms of average weighted response, ranked the category American Indian culture eleventh out of 12 categories. The table indicates that items dealing with noted Indian leaders, the history of American Indian tribes, problems in Indian and non-Indian relations, and value systems of American Indian tribes were ranked as high priority items. The lowest ranked item was tribal life under tribal government.

The secondary teachers' ranking of items on American Indian culture information gave 55 per cent or more high priority votes on only four items. The other items all received a medium or low priority ranking.

TABLE 35

RANKING OF THE ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding: High	Medium	Low	No Response
1	15	Language and Dialects of Your Tribe	85	9	2	1
2	1	The Traditional History of Your Tribe	82	14	14	0
3	7	Traditional Customs of Your Tribe	75	11	4	7
4	9	Arts, Crafts, Music and Dances of Your Tribe	70	11	6	9
5.5	6	Printed Materials about American Indians Written by Indian Authors	61	26	9	2
5.5	17	The Clans, Families, and Other Groups of Your Tribe	61	21	4	11
7	11	Oral Traditions, Legends and Stories of Your Tribe	60	21	7	9
8	4	Your Tribe's Involvement with the Federal Governemnt and the Effect of Federal Indian Policies, Laws, and Treaties	58	23	11	4
9	13	Religions of Your Tribe	54	26	11	7
10	3	Noted American Indian Leaders	52	35	11	0
11.5	2	The Traditional History of Other Tribes	39	40	16	2
11.5	5	Background of How and Why Federal Indian Policies were Developed	39	30	16	11

(TABLE 35, Continued)

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding: High	Medium	Low	No Response
13	16	Language and Dialects of Other Tribes	30	21	35	11
14	12	Oral Traditions, Legends, and Stories of Other Tribes	25	21	30	21
15	10	Arts, Crafts, Music, and Dances of Other Tribes	23	23	32	19
16	14	Religions of Other Tribes	21	28	37	11
17.5	8	Traditional Customs of Other Tribes	18	35	28	16
17.5	18	The Clans, Families, and Other Groups of Other Tribes	18	33	30	16

TABLE 36

RANKING OF THE ITEMS ON THE AMERICAN INDIAN CULTURE INFORMATION NEEDS CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding: High	Medium	Low	No Response
1	1	Noted Indian Leaders, Past and Present	66	22	11	0
2.33	2	History of American Indian Tribes	55	33	11	0
2.33	4	Problems in Indian and Non-Indian Relations, Past and Present Origins and Outcomes	55	33	11	0
2.33	17	Value Systems of American Indian Tribes	55	33	0	11
5.50	7	Arts and Crafts of American Indian Tribes	33	66	0	0
5.50	16	Native Languages of American Indian Tribes	33	22	33	11
7.25	9	Legends and Stories of American Indian Tribes	22	77	0	0
7.25	3	Inter-Tribal and Intra-Tribal Relationships, Past and Present	22	66	11	0
7.25	5	Tribal Life under the U. S. Government	22	66	11	0
7.25	15	Ceremonies and Customs of American Indian Tribes	22	55	22	0
11	6	Tribal Life under Tribal Government	11	77	11	0

RECREATION

The ranking by secondary students on the Akwesasne Mohawk Reservation to the items in the recreation category are found in Table 37.

The item which scored the highest rank was individual participation-type activities, with 40 per cent of the respondents indicating great need for more information on this topic.

TABLE 37

RANKING OF THE ITEMS IN THE RECREATION INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1	87	Individual Participation-Type Activities	40	30	7	21
2.50	89	Family Participation-Type Activities	35	33	11	19
2.50	88	Spectator-Type Activities	35	30	11	21

Secondary teachers' responses to the recreational information category are listed in Table 38.

The rank order submitted by the secondary teachers was similar to that submitted by the students except that the student response percentage was between 35 and 40 per cent, while teacher response ranged from 77 to 33 per cent, respectively, in the top two ranks.

TABLE 38

RANKING OF THE ITEMS IN THE RECREATIONAL INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following informational areas dealing with recreation in terms of their importance to students:	Per Cent Responding: High	Medium	Low	No Response
1	96	Individual Participation-Type Activities	77	0	0	22
2	98	Family Participation-Type Activities	66	0	0	33
3	97	Spectator-Type Activities	33	0	0	66

GENERAL EDUCATION

The average weighted response of students to the general education category placed the item tenth in priority, while the secondary teachers' average weighted response placed this category first in importance. Tables 39 and 40 present these data.

According to the data collected, the major differences between the two groups of secondary respondents centered around Indian studies. Students ranked this as number one while teachers placed it last.

The secondary students ranked driver education and history as other major priority items, while home economics and fine arts were considered as lowest priorities. The secondary teachers rated literature, physical education, business education, driver education, science, and guidance and counseling as equally high priorities with 55 per cent responding that these items were of high priority. Fine arts was rated as a low priority item by teachers as well as students.

TABLE 39

RANKING OF THE ITEMS IN THE GENERAL EDUCATION INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding: High	Medium	Low	No Response
1	78	Indian Studies	59	7	8	23
2	77	Driver Education	58	16	2	21
3	69	History	51	14	13	19
4	72	Health and Physical Education	49	19	4	26
5	68	English, Language Arts	47	16	4	30
6	66	Mathematics	45	23	9	21
7.5	71	Business - Distributive Education	42	35	9	11
7.5	73	Agriculture	42	28	20	7
9	74	Industrial Arts	41	30	18	7
10.5	67	Science	37	30	6	23
10.5	70	Social Studies	37	28	13	19
12	75	Home Economics	32	28	25	11
13	76	Fine Arts	20	42	20	14

TABLE 40

RANKING OF THE ITEMS IN THE ACADEMIC DISCIPLINE INFORMATIONAL NEEDS CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the importance of additional information resources associated with school success in the following areas:	Per Cent Responding: High	Medium	Low	No Response
1.16	65	Literature - Classical and Contemporary	55	44	0	0
1.16	75	Physical Education	55	44	0	0
1.16	74	Business Education	55	44	0	11
1.16	76	Driver Education	55	33	0	11
1.16	67	Science - Natural and Physical	55	22	0	22
1.16	77	Guidance and Counseling	55	22	0	22
7.33	73	Industrial Education	44	33	11	11
7.33	72	Home Economics	44	22	11	22
7.33	68	Mathematics	44	11	0	44
10.33	66	Social Sciences - History, Geography, Sociology, Anthropology, Psychology	33	55	0	11
10.33	71	Fine Arts-Art, Drama, Music, Dance	33	22	22	22
10.33	70	Native Languages - American Indian	33	22	22	22

CONTEMPORARY EVENTS

Table 41 shows the ranking of items by secondary students in the contemporary events information category. The item which received the highest ranking was national Indian events and issues, which received 56 per cent high interest responses. Items receiving the lowest ratings were weather, state and national news, and current business, market and economic news.

TABLE 41

RANKING OF THE ITEMS ON THE CONTEMPORARY EVENTS INFORMATION CATEGORY BY THE SECONDARY STUDENTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel it is to have information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1	97	National Indian Events and Issues	56	30	4	7
2	95	Local - Personal - Social Events	47	14	21	16
3	90	New or Current Government Indian Policies	46	19	8	23
4	94	Current Sports or Recreational Activities	44	33	9	11
5	91	International Events and Issues	37	28	18	14
6.50	92	Current Business, Market, and Economic News	30	47	11	9
6.50	93	State and National News	30	40	9	19
8	96	Weather	23	28	28	19

The ranking of secondary teachers of the items in the categorical topic contemporary events is described in Table 42.

The item which scored the highest with 55 per cent of the teachers giving it a high priority ranking was new and current governmental Indian policies. Rated second was national Indian events and issues. The rankings of students and teachers showed a consistency in their ranking in this particular table.

TABLE 42

RANKING OF THE ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following information areas dealing with contemporary events in terms of their importance for your students:	Per Cent Responding: High	Medium	Low	No Response
1	99	New and Current Governmental Indian Policies	55	0	11	33
2	106	National Indian Events and Issues	44	11	0	44
3	104	Local, Personal, and Social Events	33	11	11	44
4	103	Current Sport and Recreational Activities	22	11	11	55
5.25	100	International Events and Issues	11	11	11	66
5.25	102	State and National News	11	11	11	66
5.25	105	Weather	11	11	11	66
5.25	101	Current Business, Market and Economic News	11	0	33	55

PROFESSIONAL INFORMATION

Table 43 presents the rankings of secondary teachers of the items in the category of professional information needs. This category ranked last in teachers' perceptions of informational needs. Items receiving a high ranking within the category were "human relations activities" and "educational innovation". All other items received less than a 50 per cent high response indicating relatively little need.

TABLE 43

RANKING OF THE ITEMS IN THE PROFESSIONAL INFORMATION NEEDS CATEGORY BY THE SECONDARY TEACHERS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How would you rate the importance of additional information in the following areas related to teaching:	Per Cent Responding			
			High	Medium	Low	No Response
1	78	Human Relations Activities	66	11	0	22
2	83	Educational Innovation	55	22	0	22
3	79	In-service Training	44	11	11	33
4.3	80	Professional Journals	33	33	0	33
4.3	81	Educational Field Trips	33	22	0	44
4.3	82	Professional Organization	33	22	0	44

I N F O R M A T I O N A L N E E D S O F A D U L T S

This section will present the findings from the adult interview schedule at the Akwesasne Mohawk Reservation.

The data for this section were taken from an interview schedule administered to 100 adults. The interview schedule, as explained in the sample design in Chapter II, was given to a random sample of adults broken into equal proportions of citizens from the United States and Canadian sides of the reservation. This was further broken down proportionately into adult males and adult females. The interview schedule was constructed to parallel the information in the other questionnaires but the items are not identical.

The main topic areas include: 1) American Indian Culture, 2) Family Life, 3) Indians in Urban Areas, 4) Consumer Information, 5) General Education, 6) Health and Safety, 7) Recreation, 8) Current Events, 9) Service Agencies, 10) Legal and Civil Rights, and 11) Occupational and Vocational Information. The adult interview schedule covered the same categories and items, with modified terminology appropriate to their comprehension level as the secondary students and teachers. The data collected from the adults will be presented in the following section of this chapter.

The categories within the interview schedule will be ranked in order of priority, based on procedures discussed in Chapter II. This priority ranking of categories is the basis for discussion of the perceptions of adult informational needs.

The ranking of categories by the average weighted response of the adult sub-population is listed below:

Rank	Adult Information	Average Weighted Response *
1	Health and Safety	4.278
2	Occupational and Vocational Information	4.104
3	Service Agencies	4.100
4	Family Life	3.979
5	Consumer Information	3.958
6	Legal and Civil Rights	3.949
7	American Indian in Urban Society	3.889
8	General Education	3.842
9	American Indian Culture	3.831
10	Recreation	3.714
11	Contemporary Events	3.673

* Based on a 5-point scale

The adults at Akwesasne indicated a high priority for more information regarding health and safety. Occupational and vocational information and service agency information were grouped together as those items of secondary importance. Family life, consumer information, legal and civil rights, and American Indians in urban society were grouped as fourth through seventh priorities for adults. The adults viewed general education, American Indian culture, recreation, and contemporary events as low priorities.

HEALTH AND SAFETY

The ranking of items within the health and safety category by adults using the highest to lowest per cent of response is illustrated

in Table 44. The adults indicated a need to know more about water safety as their highest priority. Sanitation, venereal disease, drugs and narcotics were grouped indicating an average need for more information. The adults' responses appeared to indicate less of a desire for information on mental health, different agencies that are concerned with health and safety, and individual grooming and appearance. It is possible that the distribution of such information is available and that adults are being informed presently through other sources.

TABLE 44

RANKING OF THE ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY BY THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following areas of health and safety information as to their importance to you and your community:	Per Cent Responding: High	Medium	Low	No Response
1	114	Water safety	87	6	1	6
2	113	Fire safety	86	8	1	5
3	111	Home safety	85	11	1	3
4	107	Communicable diseases, symptoms and possible effects	84	10	4	2
5.33	104	Sanitation	83	9	4	4
5.33	108	Venereal disease	83	7	8	2
5.33	106	Drugs and narcotics	83	5	8	4
8.33	110	First aid	81	15	2	2
8.33	103	Proper diet and nutrition	81	14	3	2
8.33	105	Effects of alcohol on the human body	81	9	7	3
11	109	Mental health	80	16	4	0
12	115	Different agencies that are concerned with health and safety information	78	15	1	6
13	112	Firearm safety	77	18	2	3
14	102	Individual grooming and appearance	76	18	3	3

OCCUPATIONAL AND VOCATIONAL INFORMATION

The ranking of items within the occupational and vocational information category by adults using the highest to lowest per cent of responses is illustrated in Table 45. The adults at Akwesasne indicated that they had a high desire to acquire further information about the following areas: availability of training opportunities to prepare one for employment, current information about job availability on this reservation and entry requirements. The adults, through their responses, show a desire to see what types of employment are available to them on their reservation, and a desire to have an economic base established in their community.

TABLE 45

RANKING OF THE ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY BY THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Indicate the degree of importance the following types of occupational and vocational information would have on your life or to this community if access were possible:	Per Cent Responding: High	Medium	Low	No Response
1	67	Availability of training opportunities to prepare one for employment	84	12	3	1
2	66	Current information about job availability on this reservation and entry requirements	79	17	2	2
3	65	Descriptions of all existing jobs on this reservation and their entry requirements	76	21	0	3
4	68	Information about every employment opportunity in this state and the nation	62	25	10	3

SERVICE AGENCIES

The ranking of items within the service agencies category by adults using the highest to the lowest per cent of responses is illustrated in Table 46. The adults indicated a very high desire for information concerned with the Public Health Service (PHS) and agencies that provide services to Indians, the Department of Health, Education and Welfare (HEW), and agencies that directly affect Indian people, and the Bureau of Indian Affairs (BIA) and the different agencies operating within it. All the items have high responses which indicates that the adults were concerned with information about all service agencies. The item rated the lowest by the adults was the Department of Agriculture's services to Indian people. It appears that the adults have conceptualized the informational needs that could be utilized on their reservations.

FAMILY LIFE INFORMATION

The ranking of items within the family life category by adults using the highest to the lowest per cent of responses is illustrated in Table 47.

The adults at Akwesasne Mohawk Reservation indicated a high desire to have access to more information concerned with child-parent relations, middle age adjustment and its effects, pre-adolescence periods of boys and girls, and adolescence of boys and girls. Information needs relating to peer group relations, aging and death, and the birth process had the lowest ranking.

TABLE 46

RANKING OF ITEMS IN THE SERVICE AGENCY INFORMATION CATEGORY BY THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important would the following information areas about service agencies be to you or to this community:	Per Cent Responding: High	Medium	Low	No Response
1.33	41	Public Health Service (PHS) and agencies that provide health services to Indians	85	13	2	0
1.33	46	Department of Health, Education and Welfare (HEW) and agencies that directly affect Indians	85	11	4	0
1.33	42	Bureau of Indian Affairs (BIA) and the different agencies operating within it	85	9	6	0
4	47	Department of Labor and its services available to Indians	84	10	5	1
5	43	Office of Economic Opportunity (OEO) and its services to Indians	80	15	4	1
6	44	Housing and urban development (HUD) and agencies that help Indians	74	20	5	1
7	48	Department of the Interior and how agencies within it affect Indians	73	19	8	0
8.50	50	State and local agencies that provide services to your tribe	72	21	6	1
8.50	51	Your tribal agencies and the services they render to you and your tribe	72	18	8	2
10	49	Department of Agriculture's services to Indians	70	19	10	1

CONSUMER INFORMATION

The ranking of items within the consumer information category by adults using highest to lowest per cent of responses is illustrated in Table 48. In general, the adults rated personal needs in this area in the top three: kinds of insurance protection that can be purchased, investment of money, and the Better Business Bureau and how it can

TABLE 47

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION NEEDS CATEGORY BY THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item How would you rate the following areas of family life information as to their importance to you:	Per Cent Responding High	Medium	Low	No Response
1	27	Child-parent relations	82	12	6	0
2	28	Middle-age adjustment and its effects	81	14	4	1
3.50	23	Pre-adolescence periods of boys and girls	76	17	7	0
3.50	25	Adolescence of boys and girls	76	15	8	1
5	22	Early childhood	74	18	8	0
6	21	Infancy	69	19	12	0
7	24	Puberty	67	24	7	2
8	19	Family planning	65	23	12	0
9	26	Peer-group relations	59	31	8	2
10.50	30	Aging and death	57	28	14	1
10.50	20	The birth process	57	27	16	0

protect the consumer. The adults indicated a high need to find out how to save, invest and protect their money interests. A medium ranking was indicated about the way interest rates are figured. The adults' lowest ranking of consumer information need was about how mortgages are made and what is involved. A reason for such ranking may be due to lack of banking information available to the residents of the reservation.

TABLE 48

RANKING OF ITEMS IN CONSUMER INFORMATIONAL NEEDS CATEGORY FOR THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Which of the following consumer informational areas would be beneficial:	Per Cent Responding: High	Medium	Low	No Response
1	72	Kinds of insurance protection that can be purchased	77	16	5	2
2	78	The investment of money	75	16	5	4
3	73	The Better Business Bureau and how it can protect the consumer	74	18	5	3
4	74	Credit and time payments	73	19	5	3
5	71	The way interest rates are figured	69	23	5	3
6	69	Current prices of consumer goods and what they mean	68	28	3	1
7	77	Preparing family budgets	67	26	3	4
8.50	79	Different kinds of taxation presently used	65	21	9	5
8.50	76	Co-signing loans and what they mean to the consumer	65	20	9	6
10	75	What collateral means and how it can be used	63	25	7	5
11	70	How mortgages are made and what is involved	61	27	10	2

LEGAL AND CIVIL RIGHTS

The ranking of items within the legal and civil rights category by adults using the highest to lowest per cent of responses is illustrated in Table 49. The adults at Akwesasne indicated that they had a high desire to acquire further information about the following areas: treaties made by their own tribe with the United States and Canadian governments, the legal rights of Indians under the Civil Rights Act of 1965, and information about access to legal counsel, legal proceedings, and what the cost might be. The indication from these highly ranked items is that knowledge of the rights of Indians on and off reservations

is not fully understood. The lowest ranked items on the table pertain to the United States Constitution and information about the state constitution, thus indicating more concern for legal knowledge specifically as it relates to the adults questioned.

TABLE 49

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATIONAL CATEGORY BY THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important would it be for you and this community to have access to the legal and civil rights topics listed below:	Per Cent Responding: High	Medium	Low	No Response
1	56	Treaties made by your tribe with the United States government	82	11	6	1
2	57	The legal rights of Indians under the Civil Rights Act of 1965	81	11	7	1
3	60	Access to legal counsel, legal proceedings, and what the costs might be	80	12	6	2
4.50	63	The legality of land claims as they relate to your tribe	79	13	5	3
4.50	58	Bills passed by Congress that affect Indians	79	12	8	1
6	64	Equal employment opportunities of individuals	76	16	5	3
7	54	Your tribe's constitution	73	20	6	1
8	59	Code of federal regulations, Title 25	67	20	12	1
9	61	Categories of different types of crimes and the penalties that can be imposed for them	60	29	9	2
10	62	Organization of courts and their functions	59	29	11	1
11	55	Laws dealing with city and county jurisdiction	58	28	13	1
12	52	The United States Constitution	54	32	13	1
13	53	The State Constitution				

AMERICAN INDIANS IN URBAN SOCIETY

The ranking of items within the American Indian in urban society category by adults using the highest to lowest per cent of responses is illustrated in Table 50. The adults had a strong desire to have more information about urban educational opportunities that could improve the quality of living conditions and about how and where medical help could be obtained in urban areas. The items about cities that contain the greatest concentration of American Indian people and governmental and political structures of cities were of least interest.

The ranking indicates that in order to help meet their economic needs, the adults have a strong interest in educational and employment opportunities available in urban areas; this contrasts with the situation of unemployment and lack of educational opportunities on the reservation.

GENERAL EDUCATION

The ranking of items within the general education category by Akwesasne adults is depicted in Table 51. The adults indicated a definite need for more information about business education, driver education, and mathematics. The heavy positive response to the first three areas can possibly be attributed to the fact that the adults are searching for an effective way of improving the economic situation as well as managing their affairs. Those areas of moderate interest were physical education, speech, and natural sciences. The items of lowest priority, as indicated by the adults, were in the area of fine arts.

TABLE 50

RANKING OF ITEMS IN THE AMERICAN INDIAN IN URBAN SOCIETY INFORMATION CATEGORY BY THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important do you feel the following items about urban society would be to you or to this community:	Per Cent Responding: High	Medium	Low	No Response
1	37	Information about urban educational opportunities that can improve the quality of living conditions	87	7	6	0
2	38	Information concerning how and where medical help can be obtained in urban areas	82	9	9	0
3.50	39	Locations of and services available from American Indian centers and interest groups	75	14	10	1
5	34	Housing availability and conditions in urban areas	68	22	9	1
6	33	Quality of life that urban Indians live	63	27	9	1
7	31	History of the Indian urban movement	56	29	17	0
8	32	Cities that contain the greatest concentration of American Indian people	50	38	12	0
9	40	Governmental and political structures of cities	42	32	16	0

AMERICAN INDIAN CULTURE

The ranking of items within the American Indian culture category by adults is illustrated in Table 52. The adults at Akwesasne indicated that they had a high desire to acquire more information about the following areas: problems that developed between North American Indians and non-Indians and the reasons; languages of North American Indian tribes, including their own; origin of their tribe; North American Indian contributions to the world, including their own tribe; and tribe's history under the control of the tribal government.

TABLE 51

RANKING OF THE ITEMS IN THE GENERAL EDUCATION INFORMATIONAL NEEDS CATEGORY FOR THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following informational areas of general education as to their importance to you and to this community:	Per Cent Responding: High	Medium	Low	No Response
1	83	Business education	81	11	5	3
2.50	81	Driver education	75	18	5	2
2.50	84	Mathematics	75	17	4	4
4	99	Indian studies programs	74	20	2	4
5	80	Home economics	73	19	6	2
6.50	95	Guidance and counseling services	72	19	4	5
6.50	97	In-service training	72	19	4	5
8.50	82	Industrial arts	69	23	5	3
8.50	98	Tutorial services	69	19	8	4
10	88	Physical education	67	21	8	4
11	93	Speech	66	24	5	5
12.50	85	Natural sciences	64	26	5	5
12.50	86	Social sciences	64	23	7	6
14.50	96	Education field trips	63	30	3	4
14.50	87	Language arts	63	23	6	8
16	100	Audio-visual	61	29	7	3
17	101	Sociology	60	29	7	4
18	91	Art	49	31	16	4
19	90	Music	47	28	19	6
20	89	Foreign language	41	33	21	5
21	94	Dance	35	34	25	6
22	92	Drama	31	39	26	4

The items rated lowest by the adults were types of dress among North American Indian tribes and tribes that were considered to be friends or enemies of your tribe.

The adults seemed more interested in acquiring information about the development process between North American Indians and non-Indians which were closely associated with their tribe.

TABLE 52

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION NEEDS CATEGORY BY THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item How would you rate the importance of having access to the following information about North American Indian culture for yourself:	Per Cent Responding High	Medium	Low	No Response
1	5	Problems that developed between North American Indians and non-Indians, and the reasons	77	18	5	0
2	18	Languages of North American Indian tribes, including your tribe	75	16	8	1
3.33	2	Origin of your tribe	74	20	6	0
3.33	13	North American Indian contributions to the world, including your own tribe	74	20	6	0
3.33	7	Your tribe's history under the control of the tribal government	74	18	8	0
6	6	Your tribe's history under the control of the United States government	73	18	9	0
7	8	Arts and crafts of North American Indian tribes, including your tribe	67	32	1	0
8	9	Types of medicines used by North American Indian tribes, including your tribe	66	26	8	0
9	10	Legends and stories of North American Indian tribes, including your tribe	63	32	5	0
10	3	Different geographical areas your tribe has lived in	62	28	10	0
11	15	Food dishes of North American Indian tribes, including your tribe	61	34	5	0
12	1	Noted leaders of North American Indians, past and present	59	34	7	0
13	16	Important tribal events and customs followed in their celebration for North American Indian tribes, and your tribe	55	33	12	0
14.50	17	Social and honorary groups of North American Indian tribes, including your tribe	53	36	11	0
14.50	12	Descriptions of dances and songs of North American Indian tribes, including your tribe	53	33	13	1

(Table 52 continued)

Rank	Item No.	Item: How would you rate the importance of having access to the following information about North American Indian culture for yourself:	Per Cent Responding: High	Medium	Low	No Response
16	11	Philosophies of religions among North American Indian tribes, including your tribe	51	34	15	0
17	14	Types of dress among North American Indian tribes, including your tribe	48	39	13	0
18	4	Tribes that were considered to be friends or enemies of your tribe	40	35	24	1

RECREATION

The ranking of items within the recreation category by adults is presented in Table 53. Adults rated as the high priority family participation-type activities. This indicated a very strong feeling for family involvement. The second priority was spectator-type activities, while the lowest was individual participation-type activities. This seems to indicate that adults enjoy family activities and use their leisure time for such efforts.

TABLE 53

RANKING OF ITEMS IN THE RECREATIONAL INFORMATION NEEDS CATEGORY BY THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: Rate the following information areas dealing with recreation in terms of the importance they would be to you and this community:	Per Cent Responding: High	Medium	Low	No Response
1	118	Family participation-type activities	69	27	2	2
2	117	Spectator-type activities	50	42	6	2
3	116	Individual participation-type activities	48	43	7	2

CONTEMPORARY EVENTS

The ranking of items within the contemporary events category by adults is depicted in Table 54. Information regarding new or current government Indian policies and current Indian-controlled organizations and their objectives were of primary concern. Current military developments in the world and weather were ranked as the lowest priorities.

The responses seemed to indicate that St. Regis adults care more about their own reservation area which they have some chance to change than about international affairs and weather conditions.

TABLE 54

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS CATEGORY FOR THE ADULTS ON THE AKWESASNE MOHAWK RESERVATION

Rank	Item No.	Item: How important is information about contemporary events to you and this community:	Per Cent Responding: High	Medium	Low	No Response
1	119	New or current government Indian policies	72	24	3	1
2	127	Indian-controlled organizations and their objectives	69	26	4	1
3	122	Government policies that directly affect you as an individual	66	24	6	4
4	126	Current research studies that have some aspect of Indian life as the subject	65	24	7	4
5	121	Current business, market, and economic news	50	33	13	4
6	123	Current sports or recreational activities	47	39	7	7
7	124	Local-personal-social events	45	38	12	5
8	120	Current military developments in the world	42	35	19	7
9	125	Weather	37	37	22	4

RESPONSES TO QUESTIONNAIRE CATEGORIES DEALING WITH MEDIA ACCESS, INFORMATION CONSUMER HABITS, AND LIBRARY ACCESS

The elementary pupil questionnaire contained two categories in the media and library access area. Items 49 through 55 dealt with the availability of media in the home and items 56 through 60 dealt with library use. The data in Table 55 indicate the incidence of media in the homes of the elmentary pupil sub-population sample. These data indicate that accessibility to media in the home is very high. The availability of books, magazines, newspapers, radio, record player and television was in the range of 95 to 99 per cent. Only tape recorders at 51 per cent were relatively unavailable to elementary pupils.

The data in Table 56 summarize elementary responses to items concerning library use on a reservation-wide basis. The data suggest that an overwhelming majority of Indian students enjoy the library and read many books. Pupils feel that library rules and/or book fines do not prohibit children from using the library. The data further indicate that only 9 per cent of the children are taken by their teachers to the library, which suggests that a high degree of individual study is pursued.

The secondary student responses to items dealing with the use of existing library facilities are summarized in Table 57. These data indicate that secondary students had few concerns with existing library facilities. Only item 102 had over 30 per cent of the students responding "very low" or "low" to the extent library hours discourage them from using the facility. Between 14 and 21 per cent of the

TABLE 55

TABULATION OF ELEMENTARY PUPIL RESPONSES TO ITEMS CONCERNED WITH THE AVAILABILITY OF MEDIA IN HOMES ON THE AKWESASNE MOHAWK RESERVATION

Item No.	Item	Per Cent Responding		
		Yes	No	No Response
49	Magazines	95	4	0
50	Books	99	0	0
51	Newspapers	99	0	0
52	Record player	95	4	0
53	Tape recorder	52	47	0
54	Television	99	0	0
55	Radio	99	0	0

TABLE 56

TABULATION OF ELEMENTARY PUPIL RESPONSES TO ITEMS DEALING WITH USE OF EXISTING LIBRARY FACILITIES

Item No.	Item	Per Cent Responding			
		Yes	No	Undecided (Maybe)	No Response
56	I use the school library by myself.	95	4	0	0
57	My teacher takes me to the school library.	9	90	0	0
58	I enjoy using the library.	95	4	0	0
59	I read many books from the library.	80	19	0	0
60	Library rules and book fines stop kids from using the library.	0	4	95	0

TABLE 57

TABULATION OF SECONDARY STUDENT RESPONSES TO ITEMS DEALING WITH THE UTILIZATION OF EXISTING LIBRARY FACILITIES ON THE AKWESASNE MOHAWK RESERVATION

Item No.	Item	Per Cent Responding					
		Very Low	Low	Medium	High	Very High	No Response
98	To what extent do you feel that existing library services meet your need to know things?	4	9	23	26	19	16
99	To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, checkout procedures or no talking prevent you from using the library?	9	14	23	26	11	14
100	To what extent does the lack of Indian-related material discourage you from using the library?	14	11	28	16	14	14
101	To what extent does the lack of other materials you have an interest in discourage you from using the library?	2	23	28	23	7	14
102	To what extent do the hours that the library is open discourage you from using it?	19	14	21	11	11	21
103	To what extent do transportation problems make it difficult for you to use existing library facilities?	9	9	23	23	14	19

(Table 57 continued)

Item No.	Item	There are none	Once per Mo.	Twice per Mo.	3 times per Mo.	5 times - over	No Response
		Per Cent Responding					
104	How often do you have access to bookmobile services?	35	26	11	11	0	14

Item No.	Item	8 a.m.- 5 p.m. weekdays	8 a.m.- 5 p.m. eekends	5 p.m.- 10 p.m. weekdays	5 p.m.- 10 p.m. weekends	No Response
105	What library hours would be most convenient for your use?	19	16	21	23	19

secondary students failed to respond to any of the items in this section.

It would seem that on the basis of these data, secondary students have few concerns over the utilization of the present library facility or are just plainly not interested. Other data suggest that the facility could serve student needs better by remaining open on evenings and weekends.

The secondary student questionnaire contained items dealing with access and utilization of media in the home. Questionnaire items 106 through 115 dealt with media and information consumer habits in the home. The responses to these items are summarized in Table 58. These data indicate that the availability and utilization of media in the home are relatively high. Usage of AM radio and television is very high, and usage of record players, books, and FM radio also ranks quite high. Lesser accessibility was indicated for daily newspapers, tape recorders, tribal publications, and FM radio.

These data illustrate the relatively high accessibility to media at home by secondary students. They suggest further that means to deliver some types of information already exist.

The adult interview schedule also included 20 items dealing with the information consumer habits on the Akwesasne Mohawk Reservation. These items were divided into two equal groups; items 128 through 137 deal with the availability and utilization of various media in the home. A summary of responses to these items is provided in Table 59. These data indicate that the adult population does have an adequate

TABLE 58

TABULATION OF SECONDARY STUDENT RESPONSES TO ITEMS DEALING WITH THE AVAILABILITY AND UTILIZATION OF MEDIA IN THE HOME

Item No.	Item	Per Cent Responding					
		Don't Have	1-5 hours per week	6-10 hours per week	11-15 hours per week	16 hours - over	No Response
106	AM radio	2	11	19	33	19	14
107	FM radio	14	49	2	11	4	16
108	Record player	7	26	19	14	14	19
109	Tape recorder	35	23	16	11	2	9
110	Daily newspaper	19	47	19	4	4	4
111	Magazines	9	69	14	0	2	4
112	Tribal publications	19	45	9	9	0	16
113	Books	7	35	33	11	4	7
114	Television	0	4	14	30	40	9
115	Weekly newspaper	4	64	16	2	0	11

TABLE 59

TABULATION OF ADULT RESPONSES TO ITEMS DESIGNED TO ASSESS THE AVAILABILITY AND UTILIZATION OF MEDIA IN THE HOMES ON THE AKWESASNE MOHAWK RESERVATION

Item No.	Item	Per Cent Responding					
		Don't Have	1-5 hours per week	6-10 hours per week	11-15 hours per week	16 hours - over	No Response
128	AM radio	3	24	27	11	35	0
129	FM radio	46	29	14	6	4	1
130	Record player	14	43	22	10	9	2
131	Tape recorder	49	32	13	2	3	1
132	Daily newspaper	18	30	23	7	17	5
133	Magazines	10	44	25	9	10	2
134	Tribal publications	37	38	11	5	6	3
135	Books	13	36	24	13	13	1
136	Television	2	7	12	15	62	2
137	Weekly newspaper	26	46	8	7	12	1

access to media in their homes with the following exceptions: 46 do not have FM radio, 49 per cent do not have tape recorders, 37 per cent do not have tribal publications, and 26 per cent do not have weekly newspapers. These circumstances must be overcome if the adult population is to become well informed in many areas.

The data collected using the questionnaire and interview instruments provided additional information about library access, utilization, and patterns of information consumption. These areas will be discussed in terms of the items included in the instruments developed for each particular sub-population.

In the adult interview schedule, ten items sought information about access and utilization of existing library facilities and services. A summary of the responses to these items is provided in Table 60. The data in Table 60 indicate that existing library facilities and services do not meet the needs of many adults as suggested by the following figures. Thirty per cent said the library does little or very little in meeting needs to know things, 87 per cent indicate prohibitive rules, 64 per cent cite a lack of Indian-oriented materials, 81 per cent cite an overall lack of all materials, 84 per cent cite inadequate hours the facility is open, 80 and 76 per cent, respectively, cite transportation or distance as a major difficulty.

From the data generated by this segment of the questionnaire, it is obvious that existing library facilities are very inadequate.

The adult interview schedule also sought data about information habits outside of the home environment in places such as tribal and

TABLE 60

TABULATION OF ADULT RESPONSES TO INTERVIEW ITEMS DEALING WITH LIBRARY ACCESS AND UTILIZATION ON AKWESASNE MOHAWK RESERVATION

Item No.	Item	Per Cent Responding					
		Very Little	Little	Some	Much	Very Much	No Response
148	To what extent do you feel the existing library services meet your need to know things?	21	9	24	20	25	1
149	To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, checkout procedures, or no talking prevent you from using the library?	76	11	6	3	3	1
150	To what extent does the lack of Indian-related material discourage you from using the library?	54	10	20	3	10	3
151	To what extent does the lack of other materials you have an interest in discourage you from using the library?	59	22	11	2	6	0
152	To what extent do the hours that the library is open discourage you from using it?	74	10	10	3	2	1
153	To what extent do transportation problems make it difficult for you to use existing library facilities?	72	8	7	2	8	3
154	To what extent does distance cause you difficulty in using existing library facilities?	66	10	9	5	7	3

(Table 60 continued)

Item No.	Item	Per Cent Responding: There are none	Once per Mo.	Twice per Mo.	3 times per Mo.	4 times per Mo.	No Response
155	How often do you have access to bookmobile services?	41	10	22	5	21	1

Item No.	Item	0 - 1 Mile	2 - 3 Miles	4 - 5 Miles	6 - 10 Miles	11 or More	No Response
156	How far is the nearest library from your home?	13	44	22	15	5	1

Item No.	Item	8 a.m.-5 p.m. weekdays	8 a.m.-5 p.m. weekends	5 p.m.-10 p.m. weekdays	5 p.m.-10 p.m. weekends	No Response
157	What library hours would be most convenient for your use?	23	14	42	18	3

community centers. The same questions asked in the home setting were asked of community center settings in items 138 through 147. A summary of these responses is provided in Table 61. These data indicate that accessibility to media by adults in tribal and community centers is virtually nonexistent. On the basis of computed figures for items 138 through 147, an average of 70 per cent of the adults do not have access to the media components cited. These data show a dramatic shortcoming in the existing communities in attempting to keep Indian people well informed and meet their perceived informational needs.

EXISTING LIBRARY FACILITIES

This section of the report concentrates on existing library services available in the Akwesasne Mohawk community of St. Regis. The following information was not obtained through the questionnaires used in the regular survey given to the students, teachers, or adults of the community, but rather through a separate inventory survey conducted by the library staff.

Data were gathered on plant facilities, printed materials, equipment, staff, budget, and community use. This information is summarized in the following pages and in no way attempts to evaluate the St. Regis Mohawk Community Library. The value of such a survey is evident only when it can be used as a basis for future development and direction.

TABLE 61

TABULATION AND UTILIZATION OF MEDIA AVAILABLE IN TRIBAL OR COMMUNITY CENTERS ON THE AKWESASNE MOHAWK RESERVATION

Item No.	Item	Per Cent Responding					
		Don't Have	1-5 hours per week	6-10 hours per week	11-15 hours per week	16 hours - over	No Response
138	AM radio	78	11	5	1	2	3
139	FM radio	82	11	3	1	1	2
140	Record player	71	19	5	0	2	3
141	Tape recorder	74	13	4	2	3	4
142	Daily newspaper	64	20	4	3	4	5
143	Magazines	60	20	7	4	3	6
144	Tribal publications	62	16	4	4	4	10
145	Books	53	20	11	7	7	2
146	Television	78	9	4	2	4	3
147	Weekly newspaper	72	10	5	2	8	3

LIBRARY INVENTORY RESULTS

The following list presents the major features of the library facility available on the Akwesasne Mohawk Reservation:

I. Physical Plant Facilities

A. Date of Construction: 1970-72

B. Construction: Split level. Poured concrete foundation, wood frame building with interiors built of materials meeting existing building codes

C. Heating system: Forced air - oil furnace

D. Ventilation system: None, cross-ventilation from open windows

E. Lighting system: Electrical, fluorescent

F. Card file system: Cabinets - one 24" x 12"

G. Total library space: 3,200 square feet

H. Small group rooms: Two - 120 square feet (temporary)

I. Individual learning areas: None

J. Equipment and storage areas: None

K. Administration area: None

L. Media production area: None

M. Conference room: 192 square feet (temporary)

N. Dark rooms: None

O. Book display area: 1,520 square feet

II. Staffing

A. Governing agency - St. Regis Mohawk Library Board of Directors and St. Regis Mohawk Tribal Council

B. Staff positions - Nine - 1 director, 4 librarians, 1 advisor, 1 secretary/bookkeeper (part time), 2 special projects personnel

C. Level of training - Assistance and program at two school libraries, one public library, and isx months on-the-job training

D. Ethnic background - All Mohawk employees

E. Staff average age - 40 years

F. Average weekly hours of work - 23 hours

III. Service

A. Access to library in days - 6 days a week

B. Access to library in hours per day - 8.6 hours (average)

C. Population served per week - 150 students, 50 adults

D. Percentage of use by elementary (K-6) - 45 per cent

E. Percentage of use by secondary (7-12) - 30 per cent

F. Percentage of use by young adults (18-30) - 10 per cent

G. Percentage of use by middle-aged (31-50) - 10 per cent

H. Percentage of use by elderly (over 50) - 5 per cent

I. Circulation rate last year - (Library not in operation)

J. Services provided to community - adult basic education, agency referrals, and health assistance

K. Services provided special groups - Akwesasne Cultural Club, Brownies, Girl Scouts, Upward Bound students, Neighborhood Youth (drop-outs included), Senior Citizens

L. Services rendered to elementary students - Selection of books only; however, story-telling and record listening are planned for the near future

M. Services rendered to junior and senior high students - Tutorial programs, cultural programs, meetings for Upward Bound students, reference materials

IV. Printed Materials

A. Total number of titles - 6,493

B. Number of books on American Indians - 317

C. Non-fiction books on American Indians - 270

D. Fiction books on American Indians - 47

E. Books by American Indian authors - 34

F. Number of books on the Mohawk language - 350

G. Number of encyclopedia sets - 13

H. Number of dictionaries - 12

I. Reader's Guide - 1

J. Almanacs - 8

K. Atlas - 11

L. Maps - 0

M. Globes - 0

N. Art prints - 4

O. Pictures - 1 wood carving picture

P. Magazines subscribed to - 10

Q. Newspapers subscribed to - 5

R. Pamphlets - 92

S. Periodicals and journals - 18

V. Non-Print Materials

A. Filmstrips - 0

B. Films - 0

C. Tape recordings - 1 (American Indian)

D. Video tapes - 0

VI. Equipment

A. Audio-visual equipment services have not been developed as of date

B. Typewriters - 2

B I L I N G U A L I S M

The questionnaire and interview instruments revealed a substantial percentage of the Akwesasne Mohawk community with speaking, reading, and writing skills in the Mohawk language. For example, 80 per cent of the adults, 66 per cent of the elementary pupils, and 28 per cent of the secondary students could speak their native language. These relatively high percentages of bilingual skills call attention to the question of the desirability of beginning a bicultural or bilingual program.

In an article of major importantance reviewing the monograph, "The Use of Vernacular Languages in Education", William E. Bull raises some serious objections to the preservation of native languages on a world wide scope. He takes issue with

> "the proposition that every pupil should begin his formal education in his mother tongue, and should continue to be taught in that language as long as the language and the supply of books and materials permit"

using the argument that

> "what is best for the child psychologically and pedagogically may not be what is best for the adult socially, economically, or politically, and what is even more significant, what is best for both child and adult may not be best or even possible for the society which, through its collective efforts, provides the individual with the advantages he cannot personally attain."[1]

He argues further:

> "It may be pleasant for both the linguist and the anthropologist to envisage a world which permits the preservation of museum cultures and a multitude of languages, it may be profoundly distasteful to abandon the principle of linguistic self-determination, but it is apparent that the vast enterprises required to provide a modern education and to sustain a modern state cannot be carried out in excessively polyglot societies."[2]

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1. Bull, William E., "The Use of Vernacular Language in Education", Language in Culture and Society, Paris: UNESCO, 1964, p. 528.

2. Ibid., p. 529.

Any venture which proposes to make a major effort at the maintenance of one of the native American tongues, with potential use of that tongue in the education of children in the related sub-culture, must meet these objections squarely. They are questions as to the cost of maintaining cultural pluralism for the total society. Restated in extreme form, they come out as an echo of President Theodore Roosevelt's "We have room for but one language here, and that is the English language, for we intend to see that the crucible turns our people out as Americans and not as dwellers in a polyglot boarding house."

It is important that the cultural chauvinism of this point of view not be allowed to obscure the reality of which it speaks -- that it is the practical utility of the native tongue to its speakers as a means of enjoying the greatest benefits from the total world in which they participate which, in the long run, will justify and motivate its maintenance, both for the native speaker, and to the total society. Bull is, in one sense, right. The project must benefit its recipients in sufficiently practical ways that it is worth what it will cost those who must pay for it.

The justification for this cost comes in several forms. Perhaps the primary arguments are those of social justice toward the minority culture involved -- its right to maintenance of its identity and values, as embodied and enhanced by the mother tongue. This argument cuts two ways. It places the self-esteem of the dominant culture at stake with the question of whether it will act justly toward a subject minority group which is powerless to enforce its right. However, it also invites the dominant culture, in the name of social justice, to "do what is best" for the min-

ority. Past injustices rationalized this way are sufficiently numerous to suggest that social justice and minority self-determination do not necessarily go hand in hand. Bull's arguments above are couched in exactly these terms.

There is conflicting evidence regarding the second set of arguments. While some leaders in the field hold forth the ideal of a culture which is enriched by the presence of a variety of sub-cultural sources, ultimately enriching all of its members, which employs a "more genuine bilingual education, for all who want it, regardless of income, mother tongue, or language dominance...(as) part of the variegated picture of American education"[3] less idealistic voices are raising questions.

In an unpublished manuscript, John Francis of the Center for Applied Linguistics, Quebec, questions whether the educational asset which a native tongue may provide at an early age may not become a serious liability if maintained for too long. He points to the Rizal experiment in the Philippines which clearly shows that children whose exposure to instruction in their native language was limited to two years experienced significantly higher educational attainment after 8 years of school than did matched groups of other children who had had native language instruction for four and six years, respectively.[4] This raises the possibility that what the idealist wants for purposes of enrichment of the total culture, and the members of some cultures may desire for purposes of maintaining their cultural identity, may in fact come at the cost of restricting the equality

3. Alatis, J.E., Twenty-first Annual Round Table: Bilingualism and Language Contact. Monograph Series on Languages and Linguistics, No. 23, Washington, D.C.: Georgetown University Press, 1970.

4. c.f. Davis, Fredric B., Philippines Language Teaching Experiments, Philippine Center for Language Study. Monograph Series, No. 5, Quezon City, Philippines: Phoenix Press, Inc., 1967.

of educational opportunity enjoyed by their children in the later years of their education in the schools of the dominant culture.

The clearest educational arguments for the maintenance of the native tongue and its use in the schools focus, then, upon its intermediate value as a bridge between the culture of home and childhood and the school experience of the dominant culture. John and Horner[5] and earlier MacNamara[6] emphasize the value of the stable native language base as a means of bringing cognitive order to the confusing array of stimuli presented to the young child by his world. They hold that the introduction of a second set of weaker language skills at the point of entry into school, or at the point of the development of reading skills, poses a serious educational handicap for the child by introducing a whole new set of variables into his world. Sheer educational efficiency would suggest that this complication should be avoided unless absolutely unavoidable. The acknowledged dominant cultural value of equality of educational opportunity provides all the necessary motivation. Whether from the point of view of the educator, the child, or the total culture, this argument makes sense, and the evidence supporting it is widespread and impressive. What remains are questions of emphasis or speed of transition.

Where, in addition to the objectives of the dominant culture school system, the school sytem also embraces bicultural objectives, such as the communication of cultural traditions, values, history, and ceremonies from within the sub-culture, the native language becomes a primary tool, both forming and being formed from these larger units of meaning. This is

5. John, V.P., and Horner, V.M., Early Childhood Bilingual Education, New York, Modern Language Association, 1971.

6. Macnamara, John, Bilingualism and Primary Education: A Study of the Irish Experience. Edinburgh University Press, 1966.

not strictly an educational argument for the maintenance of the language, since the adoption of such bicultural objectives for the school system is really a question of the political power of the sub-culture to use the school system to maintain and enhance itself. Where that power exists and has been applied affirmatively, no other argument needs be made for the maintenance of the language.

Bilingual educational programs fall roughly into three classifications. The first of these minimizes the significance of the native language except as it presents a problem for the learning of a second language. The most outstanding example of this type of program is TESL, which emphasizes the structural and phonemic characteristics of the native language which function as liabilities for the student in learning to pronounce and use English. It presents a series of pattern drills and exercises in English designed to compensate for these liabilities. It makes little, if any, other instructional use of the native tongue.

In the second major classification of programs, the native language is used as a transitional mode through which the initial approach to the dominant language and culture is made. The ultimate objective is the same, but the function of the native tongue is altogether different. It is viewed as an asset, rather than a liability, and is employed as a shaping step and educational tool. A wide range of programs using this approach is possible, depending upon the duration of use of the native tongue and the extent of its use during that period. Programs in this classification range all the way from those which employ native speaking para-professionals to "interpret" for children during the first weeks of school, to those which maintain instruction in academic subjects in the native language into the upper years of secondary school.

At the extreme of the continuum, both native and dominant languages are viewed as of equal educational importance, and it is clearly an objective that students are to gain competence in all, or selected subject areas, in both language systems. Ordinarily, this pattern could be maintained only in those situations in which two world languages are involved, both of which present nearly equal resources for professional and technical application in the higher levels of education. The principal argument against this pattern in regard to native American languages is the limitation that most of them suffer in technical vocabulary and written literature. A major effort in lexical and literary development would be necessary to the full scale use of most, if not all, of the Indian tongues as a language of instruction beyond the high school level.

As indicated above, however, where the objectives of the educational program are also bicultural, a limited form of the fully bilingual approach in which mastery of sub-cultural subjects was achieved in the native language, and the dominant language was used as the instructional medium for dominant cultural objectives as early as possible, would seem ideal.

SUMMARY OF INFORMATIONAL NEEDS

The questionnaires and interview schedule provided data as to the importance elementary pupils, secondary students, teachers, and adults placed on informational needs for the Akwesasne Mohawk community. In order to provide a meaningful summary of the information needs of the community, each category was divided into three parts. The items receiving the top third ranking by percent response are included in this section as the basis for the initial collection development with the assumption that the second and third years of the project will strive to meet the middle and last thirds of the identified informational needs.

ACADEMIC DISCIPLINE, GENERAL EDUCATION, SCHOOL AND LEARNING

Elementary Pupils	a) Physical education and sports b) Mathematics
Elementary Teachers	a) Social studies b) Mathematics c) Reading
Secondary Students	a) Indian studies b) Driver education c) History d) Health and physical education
Secondary Teachers	a) Literature b) Physical education c) Business education d) Driver education
Adults	a) Business education b) Driver education c) Mathematics d) Indian studies e) Home economics f) Guidance and counseling g) In-service training

AMERICAN INDIAN CULTURE

Elementary Pupils	a) Noted American Indian leaders, past and present b) Music, dance, and arts and crafts of American Indian tribes c) The types of clothing worn by American Indians in early times d) The clans, families, and other groups in your tribe
Elementary Teachers	a) History of American Indian tribes b) Arts and crafts of American Indian tribes c) Noted Indian leaders, past and present d) Problems in Indian and non-Indian relations e) Tribal life under the tribal government f) Tribal government under the U.S. government
Secondary Students	a) Language and dialects of your tribe b) The traditional history of your tribe c) Traditional customs of your tribe d) Arts, crafts, music, and dance of your tribe e) Printed materials about American Indians written by Indian authors f) The clans, families, and other groups of your tribe
Secondary Teachers	a) Noted Indian leaders, past and present b) History of American Indian tribes c) Problems in Indian and non-Indian relations d) Value systems of American Indian tribes
Adults	a) Problems that developed between American Indians and non-Indians b) Languages of American Indians, including your tribe c) Origin of your tribe d) American Indian contributors to the world, including your own tribe e) Your tribe's history under the control of tribal government f) Your tribe's history under the control of the U.S. government

AMERICAN INDIAN IN URBAN SOCIETY

Elementary Pupils	a) Problems Indians face in the cities b) The cities where Indians live

American Indian in Urban Society (continued)

Elementary Teachers	a) Educational opportunities b) Medical services c) Employment
Secondary Students	a) Education and employment opportunities b) Medical services c) Available housing
Secondary Teachers	a) Social agencies to assist Indian people in urban areas b) Medical services c) Educational opportunities
Adults	a) Urban educational opportunities b) Medical services c) American Indian centers and interest groups

CONSUMER INFORMATION, USING GOODS AND SERVICES

Elementary Pupils	a) Saving money b) Planning the use of your money
Elementary Teachers	a) Consumer protection agencies, such as the Better Business Bureau
Secondary Students	a) Insurance b) Credit, time payments, and interest
Secondary Teachers	a) Banking, savings and checking accounts b) Consumer protection agencies, such as the Better Business Bureau c) Insurance
Adults	a) Insurance b) Investment of money c) Consumer protection agencies, such as the Better Business Bureau d) Credit and time payments

CURRENT OR CONTEMPORARY EVENTS

Elementary Pupils	a) International or world events b) Reservation or tribal events
Elementary Teachers	a) State and national news b) National Indian events and issues

Current or Contemporary Events (continued)

Secondary Students	a) National Indian events and issues b) Local, personal, and social events
Secondary Teachers	a) New and current governmental Indian policies b) National Indian events and issues
Adults	a) New and current governmental Indian policies b) Current Indian controlled organizations and their objectives c) Government policies that directly affect you as an individual

FAMILY LIFE

Elementary Pupils	a) Getting along with other children b) Where to get help when you or your family has a problem
Elementary Teachers	a) Child-parent relations b) Peer group relations
Secondary Students	a) How to care for a baby b) Problems and concerns of teenagers c) Marriage and beginning a family d) Child-parent relations
Secondary Teachers	a) Peer group relations b) Preadolescence and adolescence of boys and girls c) Child-parent relations d) Marriage and the process of establishing a home
Adults	a) Child-parent relations b) Middle-age adjustments c) Preadolescence periods of boys and girls d) Adolescence period of boys and girls

HEALTH AND SAFETY

Elementary Pupils	a) Good health and appearance b) First aid when someone gets hurt c) The effects of alcohol, smoking, and drugs

Health and Safety (continued)

Elementary Teachers	a) Effects of alcohol, tobacco, and drugs b) Eye care c) Communicable diseases
Secondary Students	a) Safety with fire, guns, water, and machines b) Safety at home and first aid c) Effects of smoking, alcohol, and drugs
Secondary Teachers	a) Sanitation b) Individual grooming and appearance c) Eye care d) Mental health
Adults	a) Water safety b) Fire safety c) Home safety d) Communicable diseases

LEGAL AND CIVIL RIGHTS

Elementary Pupils	a) Your rights to protection and justice b) How laws are made by country, state, and tribe
Elementary Teachers	a) Legal rights of American Indians b) The U.S. Constitution c) Federal, state, and local laws affecting the local tribe
Secondary Students	a) Legal rights of Indians b) Treaties of your tribe with the U.S. government c) Your tribe's constitution and by-laws
Secondary Teachers	a) The U.S. Constitution b) Tribal constitution and by-laws c) Your state's constitution
Adults	a) Treaties made by your tribe with the U.S. government b) Legal rights of Indians under the Civil Rights Act of 1965 c) Access to legal counsel, legal proceedings, and what the costs might be

OCCUPATIONAL AND VOCATIONAL

Elementary Pupils	a) Jobs that you could have when you grow up
Elementary Teachers	a) Availability of training opportunities, scholarships, and grants to prepare one for employment
Secondary Students	a) Descriptions of all existing jobs on this reservation and their entry requirements b) Current information about job availability on this reservation and entry requirements c) Availability of training opportunities to prepare one for employment
Secondary Teachers	a) Descriptions of all existing jobs on this reservation and their entry requirements b) Availability of training opportunities to prepare one for employment
Adults	a) Availability of training opportunities to prepare one for employment b) Current information about job availability on this reservation and entry requirements

PROFESSIONAL INFORMATION

Elementary Pupils	No response requested
Elementary Teachers	a) Educational field trips b) Human relations activities
Secondary Students	No response requested
Secondary Teachers	a) Human relations activities b) Educational innovation
Adults	No response requested

RECREATION

Elementary Pupils	a) Crafts and hobbies

Recreation (continued)

Elementary Teachers	a) Individual participation-type activities
Secondary Students	a) Individual participation-type activities
Secondary Teachers	a) Individual participation-type activities
Adults	a) Family participation-type activities

SERVICE AGENCIES

Elementary Pupils	a) The kinds of help Indian people can get from places like the BIA, PHS, and OEO
Elementary Teachers	a) State and county service agencies
Secondary Students	a) Agencies which help Indians start their own business b) Employment agencies and their services c) Medical agencies and their services d) The Bureau of Indian Affairs e) Educational agencies and their services
Secondary Teachers	a) State and county service agencies
Adults	a) Public Health Service (PHS) and agencies that provide health services to Indians b) The Department of Health, Education and Welfare (HEW) and agencies that directly affect Indian people c) The Bureau of Indian Affairs (BIA) and the different agencies operating within it

The preceding information provides a sound base from which to begin plans for expanding the present library facility. As indicated in the survey, the need and interest for such an expansion is there. Long-range planning and a means for financing such a project constitute the next order of priority.

There were many items and categories that students and adults alike felt that they could use more information about. There were areas of interest common to all groups, two groups, and in some cases only one group. Regardless of the spread or similarities, the needs of students and adults must be met in a satisfying manner.

The big question remaining is, what this means in terms of expansion, planning, and direction. The first two areas, expansion and planning, are important steps to take. Our recommendation is to take them. That is, continue present efforts to meet the demands of the community, and bring in some planners and architects to begin preliminary steps. The third area, that of direction, is a little harder to find answers to. The community appears to want a cultural center. The data received in the survey back that assumption with hard data. Once the issue of building a cultural center is settled, the question of what should be included must be answered. The recommendation of this report responds to the wishes of the community. This direction appears to be in the areas of a Mohawk historical center; a Mohawk fine arts center; expanded library facilities; an audio-visual center; a clearing house for information on vocations, jobs, and educational opportunities; an educational and training center; and possibly a student-operated industrial center.

The size of such a cultural center could be such that it would service the northeastern United States, New York, communities surrounding Akwesasne, Akwesasne itself, or all of these areas. The decision will be in the hands of the local community and will be based on what they feel is important.

Some of the answers for direction will be proposed in Chapter IV. The decisions and choices must be made by the community. The informational needs are documented, suggestions for meeting those needs will be made, and the opportunity for continuing the project is here. However, the decision to move forward can only be made by the Akwesasne community.

CHAPTER IV

A PROPOSED MODEL FOR AN AKWESASNE COMMUNITY CULTURAL CENTER

This chapter presents a model for the expansion of the existing St. Regis Mohawk Library into a larger Akwesasne Community Cultural Center. The major sections dealing with the model are 1) a discussion of background information which justifies the need for a cultural center, 2) a general description of proposed operational components of the cultural center, 3) guidelines for governance, 4) relating the center to the total community, and 5) looking ahead to an operational plan for implementation.

BACKGROUND

The writers of this report are of the opinion that many of the existing educational, social, and economic priorities of Native Americans can be met through the development of cultural centers. The center proposed in this report is designed to gather and disseminate information and provide active programs for the local community that are necessary for preserving their Indian identity, culture, and general well being.

The present education system in the United States is not adequately meeting the needs and desires of the Native American student. The needs of these Indian students exceed what is offered, what most teachers are prepared to deal with, and what the Indian community understands as necessary. Furthermore, the education systems attended by the Native American have been antithetical to developing a positive self-image and pride in his culture.

Few schools in the United States have adapted their curriculums to respond to any special demands of the Indian student. Only a fraction have been innovative in the programs they offer. In most cases, the education of Native American children continues to be inappropriate. Historically, the young Indian was prepared for, or was taught most of what he needed to know by his parents, aunts, uncles. by his grandparents, and by members of his community. Training started at a very early age and was geared to assist him in becoming a productive member of his family, community, and tribe. He was taught the skills necessary to compete in his environment. He was taught well and could compete with any one or any group. This was a source of pride to the individual and to his teachers who were from his family and community.

The early missionary schools, Bureau of Indian Affairs, and later, the public schools eventually destroyed this process of family training and pride. Old methods, ideas, and skills were not an important part of this newly developed educational system. Trained educators were brought in to teach and train the native youth. Eventually, through a gradual deterioration of family involvement in education and training its young, coupled with a system not always geared to the needs of the students, an atmosphere of indifference and apathy developed among the Indian community. This atmosphere was soon reflected by the youth. The education of our Indian students by the missionary schools, Bureau schools, and public schools, has not, and cannot, meet the needs or be accepted by the Indian until the community itself is totally involved both physically and spiritually with the educational process. The Akwesasne Mohawk Cultural Center would make a unique contribution to educational institutions in local,

state, and regional areas. Presently there are few such centers where material on the history and culture of the Mohawk Nation can be found.

G E N E R A L D E S C R I P T I O N

The following components of a cultural center may or may not be included in the final plans of the Akwesasne Community, but they do reflect the ideas of the research team, the results of sample surveys administered to and by the community, and professional input from literature and direct recommendations. A cultural center for Indians needs to include an atmosphere or "Indianness" unique to the people it is designed to serve. The overall model must lend itself to involvement, learning, and participation styles to which Indians are historically and currently oriented. Its environment must be a major departure from the present stereotyped community libraries. The building itself must incorporate a structural style which is identified with the Tribe. The programs and facilities of the center must combine the best of Mohawk traditions and the best from modern technical society. In order to meet the needs of the adults, students, and pre-school children as indicated by the survey data, the cultural center envisioned in this report includes seven components or centers.

MOHAWK HISTORICAL CENTER

The Mohawk historical center would be responsible for maintaining and preserving Mohawk values, artifacts, language, music, art, and customs which are necessary for a group wishing to retain its identity as a people. Various branches within this component would include: 1) a central area where Mohawk Nation's artifacts would be preserved and viewed by current and future generations; 2) a workshop where duplicates of

artifacts could be reproduced; 3) a branch where reproductions of ancient legends, music, and art can be stored and checked out by members of the community; 4) a research component for developing a true history from the Mohawk point of view; 5) a section for long-term loans of Mohawk artifacts located in other parts of the world; and 6) a language center where the Mohawk language can be taught to young and old alike.

MOHAWK FINE ARTS CENTER

The center for the arts would teach and preserve the ceremonies, dances, songs, and religion of the Mohawk Nation. This center should be a part of cultural activities in spirit and actuality. There must be plant facilities designed to accommodate these activities and large enough to accommodate spectators as well as participants. It is also necessary for this center to respond to contemporary Indian art and artists. The past must always be looked at from the vantage point of the present and both must be understood to provide a perspective for the future.

LIBRARY CENTER

The library constitutes the only actual and visible part of the proposed cultural center at the present time. Some of the following recommendations may already be in the planning stage, in current operation, or in some cases, provide alternative ideas for the future. Living and active organizations do not stop and start whenever situations change or when growth is occurring. The process is continual, and as the community's needs change, the library's direction will respond accordingly. From this perspective, recommendations will be made as to what the library should include, based on the survey data.

The present programs must respond to directions advocated by the community. These directions include programs for pre-schoolers and early

elementary children in the form of story telling, skits, puppet shows, educational toys, and equipment. These programs might provide opportunities to bring in legends of the Mohawk. Perhaps the library program could be coordinated with Headstart or with classes on early childhood care and training where the mothers participate in adult programs funded by federal, state, or private sources. The library could draw on the community for traditional Mohawk legends, stories, and folklore. It might be possible to provide the community schools an opportunity to participate in such a project.

The informational needs of the later elementary grades, secondary students, and adults are covered very thoroughly in Chapter III and do not need re-emphasis here. What is needed is for the present library service to fill in the gaps or areas of interest not currently being met. The students might begin researching some of the oral Mohawk history and put it on tapes for the library to catalog and use. They may wish to invite leading Indian scholars, educators, and professionals for discussions and lectures or merely provide an opportunity to meet them.

The lit ary staff from the community must grow as the programs grow. Staff growth means educational programs at the professional level, in-service training programs and/or use of professional consultants. It also means bringing in university students working toward degrees in library science who need field experience.

In general the library collection will be made up of both commercially and non-commerically produced materials. Commercially available items can be obtained from various sources. First, purchases can be made with existing and future funds. In some instances it might be possible to acquire materials through donations from publishers, other libraries, or from private citizens in both the United States and Canada.

Items not commercially available may be obtained from long-term loans, donations, duplications of tapes, films, microfilm, or other media. These might come from privately owned collections such as the Doris Duke collection, from university collections like Peabody Museum, Harvard University, or the University of California at Los Angeles. Major museums in the United States and Canada might also be approached to take part in one of the various plans for securing additional materials.

The Mohawk Nation could decide what aspects of its culture it wanted to pass on to its young and begin accumulating and recording these parts. Other tribes throughout the United States and Canada might be willing to contribute parts of their historical and cultural heritage to a cultural center such as the Akwesasne Cultural Center.

AUDIO-VISUAL CENTER

The audio-visual component of the cultural center is a small but vital part. It has three basic functions: 1) loaning equipment such as film-strip and slide projectors, reel and cassette tape recorders to the community; 2) providing language laboratory facilities including equipment needed to use disk recordings, tapes, slides, filmstrips, video-tape, sixteen and eight millimeter movies; and 3) producing the center's own tapes, recordings, video-tapes, and training opportunities for individuals in the community to acquire these skills. The audio-visual production team would be provided with the latest audio-visual equipment.

INFORMATION CENTER

The information center would be responsible for three functions: 1) setting up a process for leasing materials and artifacts to individuals, organizations, or schools; 2) developing a public relations

program designed to keep the local as well as outside communities aware of materials and events at the center; and 3) serving as a clearinghouse for information on job opportunities, undergraduate and graduate scholarships, and other information the community desires.

LEARNING CENTER

The learning center would have three main divisions, each responsible for a certain area of community education. These three areas are as follows:

1) A program developed by the community in cooperation with the local school district and an institution of higher learning for training adults who work with children-- There would be three parts within this program, each separate but closely interrelated. The first would be for in-service training of teachers, the second for training of teacher aides for eventual teacher certification, and third, an early childhood training program where the teachers and teacher aides would work with children and mothers on an informal drop-in basis. The mothers and children would be free to come in for an hour, half a day, or a full day and participate in a program designed to begin the educational development of the child during the most formative period in his life. Society usually waits until the child has begun school which is too late to help him reach his full potential.

2) A program in adult education-- This program would provide citizens an opportunity to work out their own problems by overcoming deficiencies caused by meager educational opportunities. The complexity of modern society forces citizens to look beyond daily experiences as their sole source of learning. The acquisition of new skills, knowledge, and understandings must be a continuous process in order for people to be capable

of directing their own lives. An adult educational program can accomplish these goals by providing opportunities to finish high school through a high school equivalency program. An educational program could focus on vocational skills, community college programs, or adult classes in areas of general interest to the community.

3) A curriculum development program where instructional materials about the Mohawks can be researched and prepared for use in the community schools or others in the United States and Canada as needed-- It is conceivable that once such a program is developed, it could become a center which other northeastern tribes might use as a model in developing similar materials about their own tribes.

STUDENT-OPERATED INDUSTRIAL CENTER

This center would be designed, operated and controlled by a corporate body of students. They must be permitted the freedom to move in the directions they choose, develop their own methods of operation, and be provided with an annual budget until such time as their efforts are able to sustain the operation. Suggestions for such a venture include the sale of duplications of Mohawk artifacts, development of tourism, community service oriented operations, and any other projects the students feel worthy of their talents.

G O V E R N A N C E

In order for an expanded cultural center to become an integrated part of the community, its governing body must be representative. The present library is a sound foundation upon which to build.

We recommend that the organizational structure for the governance of the expanded cultural center be built around the present St. Regis

Library Board and the present staff. However, the organizational structure of the Akwesasne Mohawk Cultural Center will necessarily follow the pattern established by the community based on their experience and culture. This report would not attempt to impose a structure that they must follow, but rather, offer a possible guideline for evaluating for future use. Not taking into consideration the internal politics, their experiences, or necessarily their traditional pattern, this report suggests the ultimate formation of a board representing various sections of the Reservation and an executive director appointed by the board. The following descriptions are submitted as models or guides.

BOARD OF DIRECTORS

A Board of Directors shall constitute the governing body of the Akwesasne Mohawk Cultural Center. The Board shall consist of seven members elected at large but representing geographic and national constituency based on population. Members of the Board shall be elected for terms of three years, except that the terms of office of members first taking office shall expire as designated by ballot at the time of election. The three candidates receiving the highest number of votes shall hold office for three years; the two candidates next highest in number shall hold office for two years; and the next two candidates highest in number shall hold office for one year. No member shall serve for more than two consecutive terms. Any person appointed to fill a vacancy occurring prior to the expiration of the term for which his predecessor was appointed shall be appointed by the Board for the remainder of that term. The Board of Directors shall elect one of its members to serve as the Chairman and one to serve as Vice Chariman. The Vice Chairman, during the absence or disability of the Chairman, shall act for the Chairman, and also perform such duties as the Chairman may prescribe from time to time. Subject to the

rules and regulations as it may adopt, the Board shall be authorized to affix the compensation of an Executive Director and such additional staff personnel as the Board deems necessary.

EXECUTIVE DIRECTOR

The Executive Director will have the responsibility of carrying out the policies established by the Board of Directors and accepted by a majority of the Akwesasne Community. It shall further be the responsibility of the Executive Director to recommend and keep the Board abreast of personnel needed to operate the various components of the Center.

OTHER STAFF

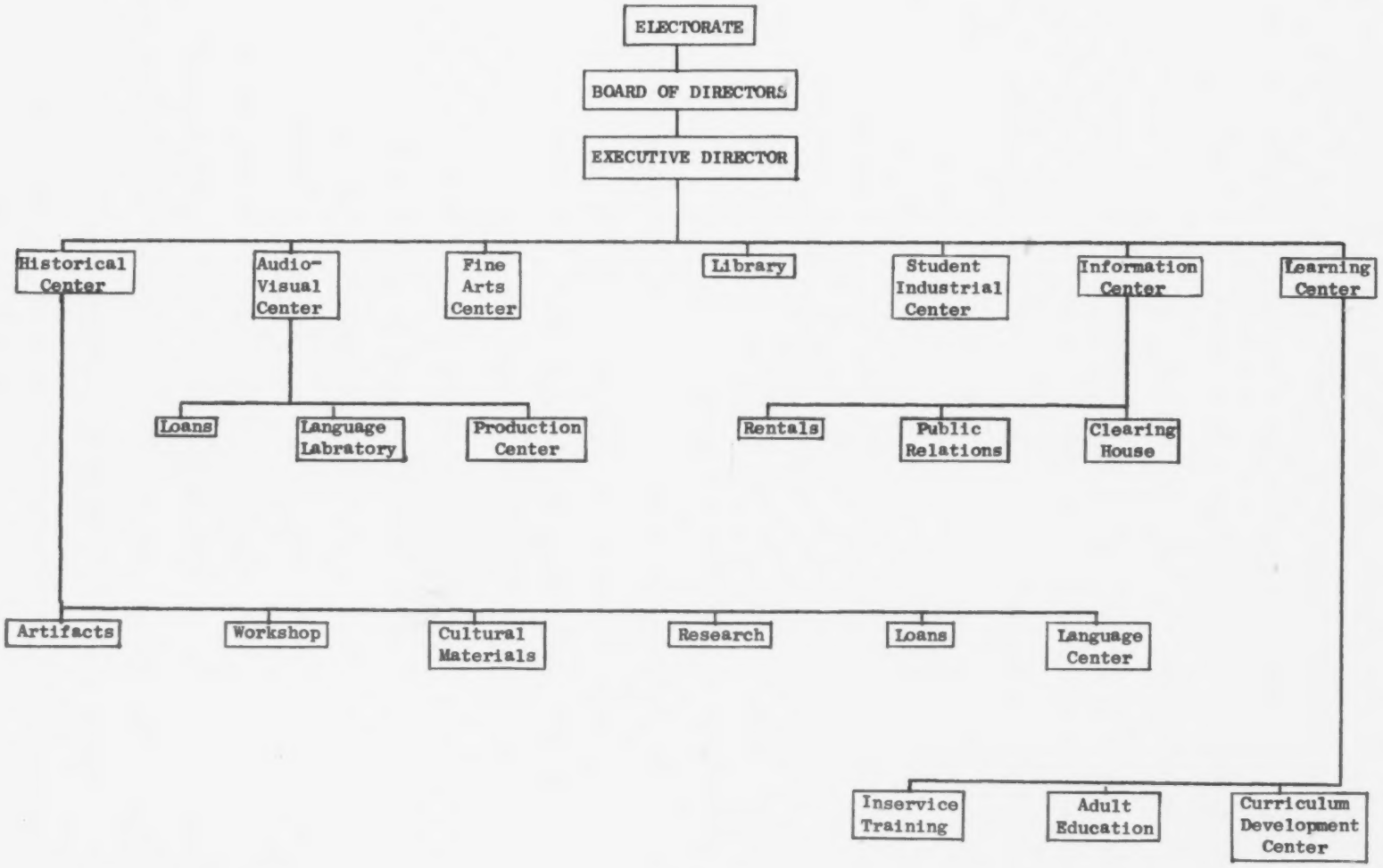
At this stage in planning, it is not possible to recommend other staff positions. As the center expands, the staff should be increased. Job descriptions for particular positions cannot be prepared until the detailed operational plan for next year is ready, reflecting the community priorities for program development. The modified organizational chart on the next page presents program components and functions below the level of the executive director. Direction of some of the components and functions may be assumed by present library personnel. In other cases, media, library, cultural or other specialists will have to be employed.

C O M M U N I T Y R E L A T I O N S

In the area of community relations, the Akwesasne Mohawk Cultural Center must be part of a total community effort and, in fact, part of the community. All components of the center would be open to the community

ORGANIZATIONAL CHART

AKWESASNE MOHAWK CULTURAL CENTER



on an individual and group basis. It must be a community center in the traditional sense of tribalism. The relationships the community chooses to establish with the surrounding area, state, northeastern region, and the United States in general must be left to local discretion. The policies and direction will be established by the governing board in response to the community's desires. Community relations are not something to be viewed as an isolated program, but rather as a vital element of the Cultural Center as part of the community.

Planned and sustained community relations activity in a cultural institution is the day-to-day application of what in the world of business is called "public relations". Like public relations in the economic sector of society, community relations draws its content from applied social and behavioral sciences. Both are used in modern society to bring into harmonious adjustment shifting social needs and interests of people with the institutions which serve them.

Community relations is not publicity, although "publicity", insofar as it attains high visibility for an institution and its goals, should be an objective of a community relations program. Publicity is a one-way street of communication, whereas community relations is an engineered social process which provides valuable feedback mechanisms for the interaction between an institution and the people it serves. It can be said, therefore, that community relations as a social process, is a coherent aggregate of communication skills which, when applied with understanding, advances the integration of a people with its cultural institutions. The more structurally differentiated a community becomes as a result of evolving specializations within the formal organization of its social system, the greater is its need for a community relations process.

Overall, a well-planned community relations program should be oriented toward three coordinated objectives which, in conjunction, contribute to the optimum functioning of complex formal organizations. A cultural center is one such organization. Then,with a Tribal Cultural Center specifically in mind, the following three coordinated objectives are here proposed as touchstones in the planning of a community relations program.

1. Publicity

Publicity is an objective which is attained by means of a category of community relations activity geared to information giving. A Cultural Center, no matter how great the enrichment potential of its programs, will languish largely unfulfilled of potential for the lack of high visibility within the Reservation community. It is not enough to open Cultural Center doors and make services available. People at the farthest reaches of the service area have to be informed constantly of how each, in accordance with particular needs and interests, can best use the Center and at which times. All of this necessitates an information system which is plugged into all media of communication of the Reservation and which is supplemented by newsletters, brochures, bookmarkers, posters, and the like. However, as a means of obtaining a sustained high visibility as a cultural institution, the Cultural Center will need a symbol whose meaning is embedded in the Reservation culture and, therefore, is known to all.

Symbols are the shorthand of communication. "By symbols," wrote Thomas Carlyle, "is man guided and commanded, made happy, made wretched." Some symbols, as Carlyle's statement hints, are more significant than

others. Therefore, it is altogether imperative that the Cultural Center select a symbol which communicates to all, not alone a permanent presence in the community, but also the bond between its institutional mission and cultural roots of the Reservation.

2. Persuasion

Persuasion is an objective which is attained by means of a category of community relations activity geared to "selling" the worthwhileness of an institution and its programs. "Persuasion" in this context stands for the active cultivation of esteem within the community. No community-supported organization, even one with an excellent goal-attainment record, can afford to take for granted its sources of support. Legitimation - by which is meant the sanction of support - will have to be reaffirmed for the Cultural Center at those perennial decision-making occasions when Reservation resources are allocated. In anticipation of these occasions, community leadership should have in hand a full accounting of stewardship from the Center administration. A regularly scheduled "Annual Report", preferably published and widely disseminated on the Reservation, suggests itself as one communication channel for this purpose.

The Annual Report, however, is a silent advocate. Its effectiveness could be enhanced by an officially constituted Cultural Center. An association of "Friends of the Cultural Center", comparable in function to that of a "hospital auxiliary" or a "parent-teacher association", can in time become an infrastructure of the Center with a large capacity to generate support at the mass base of Reservation life.

3. Integration

Integration is an objective which is attained by means of a a category of community relations activity that builds upon the social impact of publicity and persuasion and is aimed at the strengthening of institutional posture. Feasible conjunctions of institutional goals and emerging community aspirations are probed, identified, and brought to the attention of policy makers. Institutional goal enlargement, it should be noted, is the statesmanship dimension of administrative leadership. It is to this end that the integration objective of a community relations program is oriented.

The National Indian Education Association has already conducted a comprehensive survey as a prerequisite to the formulation of Cultural Center goals. Moreover, data from this survey have pinpointed clusters of a potential library clientele. Now that these clusters have been identified, and as their informational needs are programmed into services, it will be the task of a community relations program to cultivate sustained positive attitudes in the interaction between the Center and its diversified client system. This means essentially that goals will have to be modified over the years as life on the Reservation changes. Therefore, it is altogether necessary to build into the library community relations program a schedule of periodic surveys in order to ascertain to what extent new cultural needs have surfaced in the community and attitudes toward the Center have changed.

These, then, are coordinated objectives in the planning of a community relations program: publicity, persuasion, and integration. However, the

order of priority these objectives assume in the Cultural Center's community relations program during a given time frame has to take into account salient conditions in the social environment which are likely to inhibit or advance its cultural usefulness to the Reservation.

AKWESASNE MOHAWK CULTURAL CENTER

Planning a community relations program for a Cultural Center is an administrative task for which ultimate accountability has to be assumed by the Center director. Such planning on the Mohawk Indian Reservation should begin with an objective assessment of conditions in the social environment which are likely to advance or inhibit the Center's usefulness to the community as a cultural institution. Among conditions of high positive value is the availability of an Akwesasne Library-Cultural Center Library. Its presence on the Reservation extends into the present era Mohawk contacts with written language since the colonial period, a condition of history which has taken into mainstreams of contemporary Mohawk culture the institutional concept of a library. From this advantage, community relations planning for an expanded Cultural Center ought to be aimed at obtaining high visibility for its relevance to cultural needs at the broadest base of Reservation life.

Ground-up planning for such a community relations program has to take into realistic account an incipient polarization within the Mohawk community. Failure to do so could inhibit the Center's developmental progress as a cultural institution. Factionalism will in time no doubt subside. But while a conjunction of past and present in the Mohawk cultural heritage is crystallizing, the library's best community relations posture would be to stand clear even of a seeming factional partisanship. The public image of a Cultural Center has to be as a cultural possession of all.

One communication strategy which, in muted language, is capable of articulating a non-partisan stance would be the selection of a library symbol whose cultural meaning is shared by all on the Reservation and whose linkage with Mohawk cultural traditions is unmistakable. Several symbols suggest themselves, but not all are suitable for the purpose. Probably the best symbol is the "Tree of Peace." Its symbolic meaning is universal in the Mohawk community and it is free of political connotation. It recommends itself favorably as a Cultural Center symbol. Figure II presents a sketch of the symbol. It depicts the "Tree of Peace" rooted in the three clans of the Mohawks.

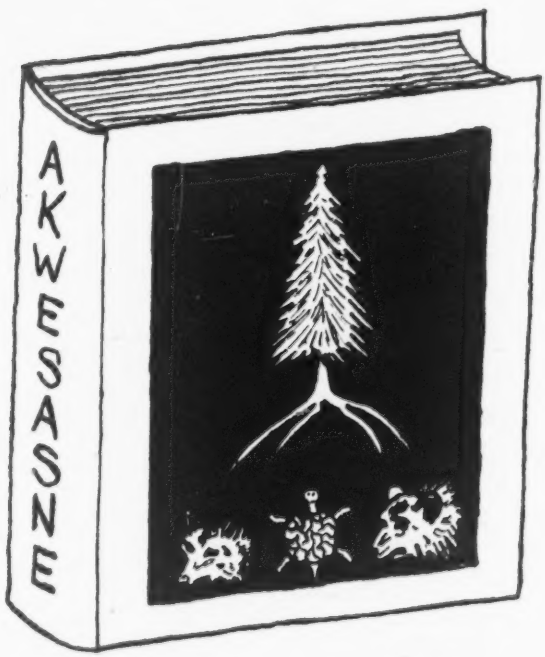
Once the symbol has been selected, its use should be widespread. Brochures, bookmarkers, stationery, posters, and the like can display it and thereby give continuing visibility to a Center presence in the community. A symbol can do no more. Visibility to Center programs and services will have to depend on publicity appropriate to a cultural institution.

Word-of-mouth, church bulletins, community meetings are likely instruments of a routinized publicity effort. Not to be overlooked, however, is the publicity potential of newspapers. The Watertown Times, Post Standard, and Masena Observer have a Reservation circulation and library news submitted to these papers on a regular schedule, would in all likelihood,be published as a public service. A bookmark is likewise useful as a mass medium for publicity. Library hours, programs, and services are items a bookmark can publicize.

But the greatest community relations opportunities for a Tribal Cultural Center on the Mohawk Indian Reservation ultimately will turn on its capacity to serve as a comprehensive cultural center for the community. The Reservation is a widely dispersed area including separation by a national boundary. Insofar as the Cultural Center is capable of steering clear of fac-

FIGURE II

PROPOSED SYMBOL FOR THE ST. REGIS MOHAWK COMMUNITY LIRARY-CULTURE CENTER



tionalism, while at the same time provide a cultural bridge to minimize both social and geographic distances on the Reservation, its institutional posture will be strengthened.

A comprehensive cultural center for films, theater, dance, art and craft exhibitions, "great book" clubs, lectures, and other aesthetic-intellectual programs is sorely needed on the Reservation. An extension of the present library in this direction would be altogether compatible with the current trends in library programming. But whereas this trend is a relatively recent development in established urban libraries, the Cultural Center could institute it from the start and thereby facilitate its eventual total integration with cultural aspirations of the community. What has been sketched here are but the larger configurations of a planned community relations program for a Tribal library on the Mohawk Indian Reservation. A professional staff will be required to complete procedural details and to implement it effectively in operational contexts.

I M P L E M E N T A T I O N : T H E N E X T S T E P

The proposed model offers many ideas. Unfortunately, they cannot all be implemented at once. Developing a cultural center which incorporates library services requires community involvement and development over time. The NIEA project calls for continued development over an additional three-year period. The next step calls for the involvement of local officials and citizens with the NIEA project staff to prepare detailed operational plans. This plan must set forth where the implementation phase will start and what the sequential goals and objectives will be. The components of the operational plan must have the approval of both the community representatives and the NIEA project staff. This joint planning for implementation is essential to achieving the overall goal of providing relevant cultural center-library services to Indian people.